

# Barlow Moor Community Association

Inspection report for early years provision

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**Unique reference number**

500011

**Inspection date**

27/11/2009

**Inspector**

Mary Kilroy

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Barlow Moor Community Centre was registered in 1992. It is situated in the Barlow Moor area of Chorlton, Manchester and offers a range of childcare facilities to the local community. The playgroup and crèche are registered to care for a maximum of 24 children at any one time on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. They are also registered on the Voluntary part of the Childcare register, to enable them to care for older children. Children have access to two rooms and a large hall and there are kitchen and toilet facilities. A crèche operates on Mondays between 12.45pm to 2.45pm and occasional crèche facilities are available during adult training courses. A playgroup opens on five mornings a week, sessions are from 9.30am to 12.00 noon for children between the ages of two to five years. The crèche and playgroup operate during Manchester school term times.

An out of school club operates Thursdays only, from 4.30pm to 6.30pm during school term times and an open access play scheme is provided for children aged from 5 years during school holidays, excluding Christmas. This is registered for 50 children. All children share access to a secure enclosed outdoor play area. Access to the premises is suitable for people with disabilities.

The group receives support from the Early Years Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children who attend the playgroup are well settled, confident and happy. They have developed secure and close relationships with staff and working in partnership with parents is a sound area of the provision. Management identify clear goals, which are understood by staff and demonstrate good commitment towards achieving continual improvement. Children are making good progress within the Early Years Foundation Stage (EYFS) and observation and assessment systems are developing well. Children's physical development is good and they are provided with a variety of ways to enjoy exercise and a healthy lifestyle. However, providing good opportunities for children to learn that everyday print has meaning and developing links with other providers of the EYFS, are areas for development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide opportunities for children to learn that everyday print has meaning and to mark make, in all areas of continuous provision
- further develop links with other providers of the EYFS framework

## **The effectiveness of leadership and management of the early years provision**

The playgroup provides a stimulating and well organised environment, giving children choices and good opportunities to become independent. They are making good progress in all areas of learning and development. The daily routine promotes children's welfare and meets their individual needs very effectively. They have developed good self help skills as they dress up and put on water aprons. All documentation is in place and there are written policies and procedures that positively promote children's health, safety, achievement, enjoyment and ability to make a positive contribution. Staff have good understanding of safeguarding children procedures and all have recently attended training. Children learn about fire safety and practise the emergency evacuation procedure on a regular basis. This helps them to follow defined procedures in the event of a fire or emergency and they are thus learning good strategies to remain safe. Staff discuss safety issues with children as they naturally arise, such as a member of staff talks to a child when playing with small world figures and they decide that the figure in the car needs to use a seatbelt. On walks around the local area, children have opportunities to use the crossing, learn about safe places to cross and identify hazards in the environment.

The manager and staff are committed and enthusiastic and work to improve the service they provide. They ensure that children enjoy an inclusive environment that makes everyone feel welcome. Parents who gave their opinions are very satisfied with the information they receive on general welfare and learning of their children. Learning journals are sent home bi-monthly and parents can contribute to their children's profiles. Starting points are discussed and agreed on admission, staff demonstrate good understanding of individual children's preferences and build well on their interests. This helps staff to successfully monitor the service they provide. Records for the safe and efficient management of the EYFS are maintained well and children's individual needs are fully met. Staff contribute to the self-evaluation process and it is used as a tool for future improvement. Written self evaluation is developing well. All recommendations from the previous inspection have been met, to ensure parents receive information on the EYFS and can contribute to assessing children's knowledge, when they start at the playgroup. The planning and balance of focussed activities was reviewed and activities were opened up for all children to access, to increase their choices and independence. Children remain safe outside as ivy has been removed, the gate renewed and first aid boxes made accessible. The Safeguarding policy now informs parents about procedures to be followed in the event of allegations being made against staff and a complaints log is kept and made available to parents on request. The key worker system works well and children receive lots of individual attention and support. Risk assessments are included on the back of all planners and staff complete critical risk assessments.

The playgroup have developed good written policies and procedures, which are discussed with parents. This helps to develop good working relationships and a shared understanding from an early stage. Parents are provided with a range of information about their children's care, learning and development and are consulted about children's interests and asked what they are doing at home. They

able to contribute to planning and assessment in a variety of ways. The setting works well in partnership with parents and links are being formed with other providers of the EYFS.

## **The quality and standards of the early years provision and outcomes for children**

The deputy manager and staff demonstrate good knowledge and understanding of the underlying principles of effective early years practice. Effective assessment procedures are established and monitored to record children's progress and individual learning. Children's starting points are discussed on admission to the nursery. Regular observations and photographs are used to inform planning sheets and focussed activities are evaluated and enhanced to continually improve practice.

Children develop a strong sense of belonging within the nursery, they access toys and join in conversation confidently. A balanced range of resources are available for children across the age ranges and are organised to promote children's active, independent learning, such as when a member of staff points out a few falling flakes of snow, the first of the winter. They discuss the volume of snow and together estimate that it is not nearly enough to make a snowman. The children dress warmly to go out and investigate and play in the water play in the covered area. Staff introduce new words, such as splash, drip and trickle, to describe the raindrops that have replaced the snow and they discuss volume and quantity with the children. Children explore and investigate, adding paint brushes to the play and magic painting and washing the walls and slide. They watch in fascination as the rain runs down the chute and off the roof. They fill containers to pour down the chute and a child says that 'The water is sliding!' Children are challenged as staff sensitively question and offer appropriate support if needed, such as suggesting 'Where does that go?' and 'try this shape, does it fit?'. They offer effective praise and celebrate achievement, such as taking a picture of a child's completed puzzle.

Early mark making opportunities are generally good, however, there are limited opportunities for children to see examples of everyday print in areas such as the home corner. Children thoroughly enjoy favourite stories and enjoy predicting what comes next. They use good descriptive language during dinosaur stories, such as, the dinosaur slams his tail and whispers 'Goodnight'. They use positional language appropriately as they play and take turns to listen carefully and respond. Staff give out good listener stickers and children are eager to earn these. Children enjoy daily outdoor play and the provision of wellington boots ensures they are able to take advantage of naturally occurring events, such as snow and rain. They use the available space well. Photographs, creative activities and books are used to enhance and re visit these experiences. They have access to a computer, cassette recorder and programmable toys and have opportunities to handle money and budget on visits to local shops to purchase bread and snacks.

New climbing equipment in the outdoor area challenges older children and meets their physical needs. Children enjoy visits to the nearby water park, local parks and walks around the local area to note changes in the environment. Staff use

opportunities to count and calculate as opportunities arise during play. Children enjoy computer programmes, for example putting the requested number of gingerbread men onto a plate. They use a finger spelling alphabet and a phonetic chart. Pegs are marked with names and pictures and a post box and pencils have been sited in the home corner. Children use language well to describe and compare, for example a child playing with dressing up clothes likens a cowl scarf to a lion's mane. Staff build on children's interests very well, for example a child who likes fish and dinosaurs enjoys a large bubble lamp containing fish and accesses fish bags, puzzles and appropriate stories. A member of staff extends his language by introducing interesting new, descriptive, fish related words.

Staff discuss making healthy choices with children, who draw plates with selections of their favourite foods and these choices are discussed with the children. The deputy manager is aware of current information on healthy eating and providing a balanced diet. Children enjoy their snacks cafeteria style, so that they have control about when and what they eat. The fresh fruit quickly disappears before the bread sticks, which are purchased for their low salt content. Children self-select fresh drinking water, to increase their opportunities to be independent and learn about the benefits of healthy eating, fresh air and exercise through healthy living topics.

Children share warm, happy relationships with the staff, parents expressed their opinion, praising supportive staff and the stimulating play activities provided. They confirmed that they knew how to make a complaint, if necessary and offered no suggestions for improvement, except for longer opening hours. Children say 'please' and 'thank you' and show concern for the feelings of others. They discuss their friends who are not there today, with staff and talk about their feelings openly. They discuss their families with staff and other children. Children are achieving well in the Every Child Matters outcomes.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met