

Tinytots Playgroup

Inspection report for early years provision

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Inspector

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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.

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Description of the setting

Tinytots Playgroup and crèche registered in 1998. It is one of three settings run by Tinytots Vision Limited. The playgroup and crèche operate from rooms within the Church of the Nazarene, Salford. When they are operational they have sole use of the community rooms within the church. They are registered on the Early Years Register to provide care for a maximum of 26 children at any one time. Currently there are 14 children on roll aged from two years to five years. Of these, four children receive funding for early years education. There is provision for children with special educational needs and/or disabilities and for children who speak English as an additional language. The playgroup is also registered on the compulsory and voluntary part of the Childcare Register, of which there are no children on roll.

The Board of Directors employ three permanent members of staff to work at the setting and all hold appropriate qualifications. Other settings provide a pool of supply staff to cover staff absences. Six of them have appropriate qualifications. The playgroup welcomes parent volunteers. Student placements and apprenticeships are considered.

The playgroup is affiliated to the Pre-School Learning Alliance. Staff work closely with Salford Early Years Services and they are linked to a local Sure Start Children's Centre in Lower Broughton. Links have been made with other Early Years Foundation Stage providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A distinct feature is the staff's commitment to all children, and the way in which they support the children to make good progress towards the early learning goals. Inclusive practice is firmly embedded in all aspects of the provision. The manager has high standards, which reflect in high and realistic aspirations for the children. Children's individual needs are well met through systems that help narrow any achievement gaps. The staff team clearly demonstrated that they have good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure all areas are clean and suitable for purpose including the children's toilets.

The effectiveness of leadership and management of the early years provision

Children are professionally safeguarded as staff have a good awareness of safeguarding issues and they fully understand their role in child protection and the procedures to follow should a concern arise. Staff are not allowed to use their mobile phones when they are at work and safe practice is promoted well. This includes children's personal care routines, like nappy changing, which they carry out in a caring and respectful way, to safeguard children's privacy and dignity.

The new manager has been in post since February this year. She is highly committed to the work of the organisation and she has inspired staff to make significant improvements, which is reflected in the good outcomes for the children. Recording systems have been set up to successfully promote children's learning and development. Rigorous analysis, extensive monitoring and self-challenge has enabled the manager to devise and implement action plans, successfully building on the playgroup's previous efforts. Sustainability grants are obtained to develop the provision in the children's best interest. A new outdoor play area is planned and they hope to fit a new kitchen over the holiday period and they will deep clean all the carpets.

Children's progress is clearly attributed to the consistent use of quality toys and equipment that are regularly rotated. Staff know that children have a natural curiosity for exploring objects that interest them, so they provide good opportunities for exploratory play, which is a very significant part of young children's development. Staff and children are encouraged to bring in natural resources from home, such as pine cones, bogwood, pebbles, shells, there is even a snake skin and a dead spider in a tub for the children to examine with the magnifying glass. Best use is made of all available space and continuous provision supports children's learning in all areas. This includes areas for children to relax and play quietly, like the book area. From a child's perspective, the playgroup is a happy place to be. The atmosphere is calm and relaxed and there are no raised voices, making it an environment conducive to learning through play.

Staff place the promotion of equality of opportunity at the heart of all their work. There are effective systems in place to help narrow any achievement gaps. The inclusive ethos of the playgroup is reflected in the children's positive attitudes. For example, the way in which they embrace diversity, clearly respecting people's differences, such as gender, disability, ethnicity, culture, different family backgrounds and lifestyles.

Overall, there is highly effective multi-agency working, which helps to promote good outcomes for children. A positive working relationship has been developed with the Pastor of the church and associated groups that operate from the premises, such as a housing association and the healthy eating advisor. Children are interested to know about people, who help us and local police officers have visited. Staff liaise effectively with staff from the company's other settings. For example, through in-service training and staff meetings, which are arranged to promote best practice. They work closely with officers from the local authority,

such as the quality assurance early years advisor and the lead teacher from the education authority. They have made successful links with other Early Years Foundation Stage providers to promote a seamless approach to delivering the framework. There are good transition arrangements for new starters and for preparing older children for school.

There are strong and trusting levels of engagement at the setting. Relationships, and working in partnership with parents is good. Parents are complimentary and they confirmed they are routinely involved in decision making on key matters affecting their children and developments at the setting.

Systems that demonstrate reflective practice are used to prioritise aspects of the provision to be developed, such as the outdoor play area. Self-evaluation includes searching analysis of what staff do well and what they need to improve. Staff induction and appraisal are relevant examples. These procedures effectively inform the staff training programme and positively promote personal professional development.

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

Staff have developed good knowledge and understanding of the Early Years Foundation Stage, and they effectively promote children's learning and development. They give children their full attention and they clearly value what children say and do. Their questioning methods consistently challenge and support children, to achieve as much as they can. In relation to children's starting points and capabilities, children's individual progress is good. Staff routinely record observations of children at play, to determine their natural interests, capabilities and preferred learning styles. They track children's progress, using indicators from the 'Practice Guidance for the Early Years Foundation Stage'. In addition, they attractively maintain children's development files and collate pictorial evidence of what children have achieved. They continuously evaluate stimulating and challenging activities with children, taking into account their age and stage of development in the six areas of learning. Staff effectively support children to take the next step towards the early learning goals.

All children feel safe within the setting. They show a real understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. For example, children know not to run inside in order to minimise the risk of accidental injury. They practise the emergency evacuation plan, learning how to act responsibly in times of uncertainty.

In relation to health and hygiene, some window ledges and extractor fans have collected a lot of dust and in one of the toilets the plaster is coming off the walls, which hinders the promotion of children's good health. However, children's understanding of the importance of following good personal hygiene routines is good. They know to wash their hands, before snacks and after using the toilet. Healthy eating is promoted and staff encourage children to eat five small portions of fruit and vegetables a day. There are good opportunities for children to engage

in a wide range of physical activities, such as manoeuvring around obstacle courses in the pedal cars and tricycles, and through music and movement.

All children are highly valued and treated with equal concern. There are effective ways to promote children's good behaviour, and this is consistently achieved when staff work closely in partnership with parents. Children are learning how to take care of their environment and they are actively encouraged to recycle cards, empty cereal packets, kitchen roll holders and clean yoghurt pots from home for model making. They have grown carrot tops in water and planted herbs. They are learning to participate in the wider community and good citizenship is effectively promoted when children take part in raffles and other fundraising events to buy new resources. Through arts and crafts, storytelling, role play and food tasting, children eagerly learn about the wider world.

Tony is a cuddly toy bear, who likes to watch children playing. At circle time he tells a member of staff which child he wants to go home with. In his bag he has a hairbrush, toothbrush, picture book and a toy car. The Tony Bear book is used by parents to record what he does at home. Children know he likes to keep warm, play with friends, eat fruit and have lots of cuddles. This is an effective way of engaging with parents and for children to learn, in a fun way, about the care of others. In addition they are learning about family life in the wider community. Children's development in communication, numeracy, and literacy, in addition to the use of information and communication technology, is good. They learn how to make biscuits and buns and they enjoy eating what they have made. All children are encouraged to have a go, and as a result, they are confident learners, who have clearly developed a positive attitude towards learning.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	2
The effectiveness of partnerships	1
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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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