

# Ladybarn Community Playgroup

Inspection report for early years provision

---

**Unique reference number**

EY402691

**Inspection date**

29/06/2010

**Inspector**

Julie Firth

**Setting address**

Ladybarn Community Centre, Royle Street, Fallowfield,,  
MANCHESTER, M14 6RN

**Telephone number**

0161 286 7531

**Email**

stcatherinesplaygroup@live.co.uk

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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).

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**

Ladybarn Community Playgroup was registered in 2010. It is privately owned. The playgroup operates from a large hall within the community centre. There is an enclosed outdoor play area. It is open Monday to Friday during term time only from 8.30am to 11.30am.

The playgroup is registered to care for a maximum of 30 children at any one time. There are 35 children on roll. All of the children are on the Early Years Register. The playgroup supports children who speak English as an additional language and those with special educational needs and/or disabilities.

There is a qualified manager and four staff who work with the children. All of these hold an early years National Vocational Qualifications at levels 2 and 3. The manager is undertaking an early years degree. The playgroup receives support from an early years advisory teacher in Manchester.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy the time that they spend in the playgroup and inclusion is generally promoted across the setting. Activities provided for the children are fun. Planning, observation and assessment are in place but not fully developed across all areas of children's learning. The playgroup has established suitable relationships with parents to enable them to contribute to their children's learning and progress. Emphasis is put on links with outside agencies and the playgroup has shown a commitment to working with Sure Start. The manager demonstrates a sound awareness of the importance of continuous improvement. She uses self-evaluation to monitor the service provided. However, this is not used effectively by all staff in the group.

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

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

- improve further the planning around the six areas of learning ensuring a balance of adult-led and child-initiated activities
- use the self-evaluation effectively to monitor practice and use with all staff in the playgroup
- record observations in more detail for individual children
- develop further assessment systems to monitor children's progress.

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

Clear procedures are in place for the recruitment, selection and induction of staff, ensuring that children are cared for by suitable people. Documentation regarding information from the Criminal Records Bureau is held on file. Staff questioned at the inspection have a suitable understanding of the indicators of abuse and procedures to be followed should they be concerned about a child's welfare. Risk assessments of the premises have been compiled and daily visual checks are carried out to ensure that children are cared for in a safe environment. However, these lack detail in the areas children use. The entrance to the building is effectively monitored and official identification documents are thoroughly checked before any person not known at the playgroup is allowed to enter. Effective staff deployment ensures that children are supervised at all times. All the required documentation and consents relating to the welfare of the children are in place.

The manager and deputy are striving to motivate staff and to drive improvement. They are enthusiastic and access training to support their ongoing professional development. Procedures for self-evaluation are in place. However, this is not shared effectively with the staff in the playgroup.

Parents show great satisfaction with the care their children receive. A detailed noticeboard displays what activities their children are taking part in. Daily communication and a newly established questionnaire enables parents to sit with their children and comment on their likes and dislikes. They are welcome to view how their children are progressing through the new individual files. The playgroup is beginning to work with the staff at the local primary schools responsible for delivering the Early Years Foundation Stage. The playgroup has experience of working closely with parents and outside agencies to promote an inclusive and welcoming environment for children with special educational needs and/or disabilities.

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

Planning demonstrates that the staff have a growing awareness and understanding of the Early Years Foundation Stage. They are beginning to gain confidence to support children's individual needs through a new key worker system. Photographic evidence in the children's booklets indicates a suitable range of fun activities. Staff are beginning to plan around children's individual interests. However, planning is in the early stages and not covering all the six areas of learning in depth. Children are making some progress given their starting points and staff are beginning to observe some activities. However, they are not recording children's individual needs in detail. Assessments are in the early stages and indicate some progress that the children are making in the playgroup. However, tracking is not fully developed across all key worker groups. The organisation of resources in the environment encourages children's self-help skills. Children move around their immediate environment with confidence and have

freedom of movement between the hall and the outside play area.

Strong emphasis is placed on children settling in and becoming independent learners as they hang up their coats and chop up fruits at snack time. They behave well and they clearly respect each other and learn to share. Children are encouraged to make friends and play well alongside their peers. Communication and language skills are developing as children are encouraged to talk during circle time on the mat. Children can observe a variety of print in the environment. However, the more-able children are not stretched to freely write or make marks. Mathematical concepts are promoted throughout daily routines. For example, children count in familiar songs, use shapes and observe different sizes of bears.

Thought is given to developing children's knowledge and understanding of the world. Children's differences are valued. They celebrate festivals and learn about other countries, giving them an awareness of diversity. Children have access to a variety of programmable toys and plant seeds. However, children are not given opportunities to explore the local environment. They engage in meaningful role play and a varied range of creative opportunities. For example, children enjoy dressing up and playing in the home corner.

Children learn how to manage their own health and hygiene. They are encouraged to independently practise their personal care in the bathroom. Staff speak about the importance of visiting the dentist to promote children brushing their teeth after meals. A healthy lifestyle is encouraged through a good menu offering children nutritious foods at snack times. Children show great delight participating in music and dance in the hall. They have access to a large outdoor play area and have clothes to play outside in all weathers. Children enjoy riding their bikes, gaining an awareness of the space around them. Furthermore, they balance and climb on the large equipment. Children are learning about keeping themselves safe. They practise fire evacuation procedures on a regular basis and are made aware of the potential dangers of the road. They also learn about people who are involved in helping to reinforce safety. Staff constantly remind children not to run about and devise ground rules for the children to become aware of.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

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

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

