

# Marion Scott Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | EY233730   |
| <b>Inspection date</b>         | 14/06/2010   |
| <b>Inspector</b>               | Barbara Christine Wearing  |
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| <b>Type of setting</b>         | 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*.

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## Description of the setting

Marion Scott Playgroup has been operating for approximately 45 years and registered under this registration in 2003. It is situated in the Didsbury area of Manchester. Children have access to two classrooms and a hallway. They also use a large hall upstairs and an enclosed outdoor play area.

The playgroup operates term time only from 9am to 3pm Monday to Thursday and Friday from 9am to 12 noon. It is registered on the Early Years Register. A maximum of 20 children may attend the playgroup at any one time. There are currently 45 children aged from two to five years on roll, some in part-time places. The playgroup currently supports a number of children with special educational needs and/or disabilities.

There are six members of staff, five of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Marion Scott Playgroup offers children a warm, welcoming and stimulating environment. The established staff team values children as individuals. They provide opportunities and support to all children, with full regard to their different abilities, learning styles and interests. Therefore, children have fun, develop high self-esteems and make good progress towards the early learning goals. Since the last inspection the playgroup has implemented many developments that have had a positive impact on children. The vast majority of the requirements of the Early Years Foundation Stage are in place, ensuring that children's needs are met and that their welfare is promoted.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a clear record is kept of the name and address of every parent and carer who is known to the provider, which of these parents or carers the child normally lives with and who has parental responsibility (Documentation). 28/06/2010

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

- extend opportunities for children to learn about the natural world
- develop links with other settings that children attend that deliver the Early Years Foundation Stage, enabling all settings to complement each other and

- enhance children's learning and progress towards the early learning goals
- display a wider selection of words or scripts that reflect different languages spoken or seen by children and their families.

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

Rigorous systems are in place to ensure that all staff caring for children have undergone necessary checks and have relevant knowledge and skills, ensuring their suitability to care for children. Staff have a clear understanding of the child protection procedures and that safeguarding children is paramount. They create an environment in which children feel safe and valued, giving children many opportunities to make choices and establish a sense of their own and other's rights. All necessary policies and the majority of records are in place to promote children's safety and well-being. However, children's information records do not all clearly show the names and addresses of parents or show who has parental responsibility. This is a breach of requirements. Staff take action to reduce hazards, while allowing children to explore, develop skills and set themselves challenges.

The daily routine, staff and physical environment are organised well, enabling children to make the most of their time at the playgroup. The indoor and outdoor play areas offer children a wide range of toys that reflect children's interests and offer good levels of stimulation across all learning areas. These show positive images of our diverse society, enabling children to learn about similarities and differences and learn about their own and others' lifestyles. However, labelling and posters show few examples of the range of languages and scripts that children may hear or see at home. Good levels of support and specialist equipment are in place to ensure that toys and resources are accessible to all children, giving them opportunities to make decisions in their play and consolidate and develop their skills. The daily routine ensures that children spend time indoors and outdoors, offers a good balance of adult- and child-led activities and gives children plenty of time to thoroughly explore their chosen activity and extend their play. Therefore, children are highly occupied and learning is fun and meaningful.

The manager values the staff team and involves staff in developments within the playgroup. They have made very good progress in response to Early Years Foundation Stage and recommendations made at their previous inspection. Staff recognise the positive impact this has had for children and take pride in what they have achieved. They have particularly noticed how much children have benefitted from the development of the outdoor play area, especially those children who learn best when they are able to be physically active. Clear processes are in place for self-evaluation. These take account of the views of staff, parents and other professionals who have links with the setting, sharing ideas and developing best practice.

Effective partnerships are in place with other professionals, ensuring children are safeguarded and their individual needs are met and that all children are given good levels of support, enabling them to reach their full potential. The playgroup has

made some links to enable a smooth transition when children leave the playgroup to go to local schools. However, it has not successfully built systems to share information regarding activities and learning children experience in other Early Years Foundation Stage settings. Children and staff chat about the recent local festival the playgroup takes part in. Parents and children bake cakes and donate tombola prizes to raise funds, encouraging children to develop a strong sense of community and promoting sustainability.

Good relationships are fostered with parents. They are invited to an induction day before their children start at nursery, during which they share information regarding their children, are given information regarding the playgroup's policies and procedures, and complete necessary record forms and permission slips. Parents and children are greeted warmly when they come into the playgroup and freely share information on a verbal basis. Parents are given regular updates of their children's progress and are encouraged to share information regarding their children's achievements they may have observed at home. Feedback from parents is positive. They say that the staff are very approachable and friendly and particularly appreciate the good relationships that staff have with children and the good progress their children have made since attending the playgroup.

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

Clear systems are in place for observation, assessment and planning. These are effective in tracking children's progress, identifying next steps for their development and ensuring that planning is responsive to children's needs, abilities and interests. Staff are skilled in their interactions with children, sharing their enthusiasm and enjoyment and taking many opportunities to ask questions that extend their learning across all areas.

Children eagerly choose activities and resources and become highly engrossed in their play, whether playing on their own, with their friends or with staff. Children create complex role play situations, talking to each other as they plan what they should do next. This demonstrates their well-developed communication, negotiation and imaginative skills. Various resources for mark-making are made available outdoors and indoors, encouraging all children to develop skills required for writing. Children are able to recognise their names. Some children are able to write their names and more able children are further challenged by having opportunities to sound out and write simple words. Group times allow children opportunities to share news and talk about objects they have brought from home. Staff are skilled at maintaining children's interest and developing their pre-reading skills during story time. They pause and allow children to complete parts of the story and children excitedly point out intentional mistakes they make in the story telling.

Staff take many opportunities to develop children's skills in problem solving, reasoning and numeracy. They ask children to estimate how many more bricks they will need until the tower they are building is as tall as they are. When children point to numbers and objects on a poster, staff ask children questions appropriate

to their current understanding that will further their learning. Children develop good creative and design and making skills, using a range of art materials and working out various ways of joining materials together.

Children develop large muscle skills as they ride bikes, jump in and out of tyres and play games using equipment including balls and a parachute. They have some opportunities to learn about the natural world through topics, such as growing, but this is not an integral part of children's learning and resources to allow children to investigate living things are not consistently accessible to them. Healthy eating is promoted during snack times. Children are aware that they have brown toast because it is healthy and develop self-help skills as they spread on their own toppings.

## 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

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|--|---|
| <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

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|--|---|
| <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 | 2 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <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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