



Buttons & Bows Playgroup

Inspection report for early years provision

Unique Reference Number	316397
Inspection date	26 April 2006
Inspector	Nighat Ghani
Setting Address	Asby Close, Middleton, Manchester, Lancashire, M24 4JF
Telephone number	0161 653 2902
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Registered person	Buttons & Bows Playgroup Committee
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Buttons and Bows Playgroup opened in 1996 and is managed by a committee. It operates from Demesne Community Centre in the Langley area of Middleton in Rochdale. It is a multi-use building and the playgroup has sole use of a large playroom with adjacent toilet facilities. All children share access to a secure, enclosed outdoor play area. The playgroup operates five days a week from 09:30 until 12:00 on a term time only basis.

A maximum of 24 children may attend the setting at any one time. There are currently 20 children on roll. This includes seven children who receive funding for nursery education.

There are currently four staff who work directly with the children, of whom three hold a relevant childcare qualification and one member of staff is working towards gaining a recognised qualification. The playgroup receives support from the local Sure Start team and the Early Years advisory teacher from Rochdale Children's Services.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

A very good variety of healthy and nutritious snacks are offered to the children and snack time is a social occasion, which the children clearly enjoy. They display enthusiasm in making choices from the different fruits available including apples, grapes and strawberries. As a result, children are beginning to understand the importance of a healthy diet. Staff are vigilant at snack time to ensure that the snacks comply with all special dietary requirements to ensure children remain healthy.

Children are learning about the importance of good personal hygiene through well established daily routines, such as washing their hands after using the toilet and before snack time. At times, children's health is compromised due to staff not following the nappy changing procedure consistently.

All documentation in relation to children's health, such as medical and accident forms are in place and signed by the parents. However, parents have not given permission for staff to seek emergency treatment or advice, which compromises children's health.

Children enjoy a wide range of activities, which contribute to their good health and physical development. Children develop increasing control of their bodies when they competently climb up the climbing frame and come down the slide. They successfully negotiate space whilst pedalling wheeled toys around the outdoor area and demonstrate good co-ordination skills to manoeuvre the bikes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, well maintained environment where risk assessments are implemented to identify and reduce potential hazards. However, the stacked chairs in the room and uncovered sockets still remain a safety hazard to the children.

Children use a wide range of safe, good quality and developmentally appropriate resources. These are well presented on low shelving units and in low drawer trays to encourage independent access. An intercom system is in place for staff to monitor

people accessing the building. This contributes to children's safety on the premises.

Children are beginning to take responsibility for keeping themselves safe as they are encouraged to move things that they may trip up on. Older children act responsibly and respond sensibly to staff's instructions when getting ready to go and play outside.

Children are well protected as most of the staff have attended child protection training and are aware of how to follow child protection procedures. A written policy is in place and staff are able to recognise signs of abuse and know whom to contact if they are concerned about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

There are some differences in the experiences of children under 3-years and children who receive nursery education. Staff know the children well, they greet them warmly on arrival at the playgroup, which makes them feel safe and secure. Good routine provides opportunities for children to socialise with each other on a regular basis. Staff set out a range of activities, toys and equipment for the children, which enable them to make choices and extend their own play. Children particularly enjoy and become engrossed in the good selection of role-play.

Developmental records are completed on children under 3. However, staff do not identify what children need to learn next, which hinders their progress. Children benefit from a good key worker system where one member of staff is mainly responsible for their well being on a daily basis and ensures that information about the child is exchanged with the parents. Staff are particularly aware of and skilled in meeting their emotional needs, such as supporting and settling new children into the setting and developing their confidence and self-esteem. Staff offer praise, follow children's interests and ask questions, which extends their communication skills. The daily routine is varied and flexible with times for children to have snacks and take part in different physical activities.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a secure knowledge of the Foundation Stage and of how children learn. Detailed plans show clear learning intentions and are regularly evaluated to ensure their effectiveness. Children's progress towards the early learning goals is recorded against the stepping stones however, it is not clear how staff use this information to plan the next steps in children's learning. Consequently, staff plan mostly for the children's group needs rather than individual needs, resulting in older children not being sufficiently challenged. Staff are warm and affectionate, which creates an atmosphere in which learning can be developed.

Children are happy and confident in their environment. They are beginning to make close attachments with their peer group and have friends they like to be with. They are learning to share, take turns and be co-operative. This is demonstrated very well

when children confidently share the buckets, moulds and spades in the sand, ensuring that everyone has a fair share.

Children are developing good communication skills, as they engage in conversation with staff, who actively listen to them. Very few children access books freely, to acknowledge that these can be used for enjoyment and as point of reference. Older children can recognise their names and are beginning to sound the letters of the alphabet. Children make good use of the mark making area, however this is not extended for children to practice writing to areas such as role-play.

Older children can count up to ten and some beyond. Counting and number recognition is well promoted and children learn about simple problem solving through the use of imaginative play. Children's knowledge of early addition and subtraction is well promoted through daily routines, such as snack time and whilst singing number rhymes.

Children learn about their environment by staff inviting people from the community into the playgroup to meet the children and talk about their role. Children have free access to resources that reflect positive images, which promotes their awareness of diversity and their understanding of others. Children are curious, but their exploratory impulse is not sufficiently challenged, so they miss opportunities to be scientific in order to understand why things happen and how things work. They use some construction material but are not challenged to think about alternative ways to design or use different techniques to construct.

Children move freely with pleasure and confidence both indoors and outdoors. They negotiate space well and can adjust their speed to avoid obstacles when playing on the wheeled toys. Children have access to a good range of creative materials, such as paint, malleable materials, collage, sand and water. They freely access these materials to represent their thoughts, feelings and ideas and staff effectively support them to extend learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly greeted on arrival making them feel welcome. They are treated with equal concern, helping them to settle and join in with the activities. Staff respect parents wishes as regards to any individual needs, helping to promote the children's self-esteem. Children with special needs are respected and fully integrated within the setting and their needs met through staff working in partnership with other agencies. Children access a wide range of resources that reflect the wider world, which promote children's awareness of diversity and their understanding of others.

The children are generally well behaved and are beginning to learn and understand the difference between right and wrong. For example, a member of staff helps children to negotiate over a tricycle and understand they can share and take turns. Staff are consistent in the management of children's behaviour, which has a positive effect. They respect their environment by helping to tidy away the toys before snack time and at the end of the session. The children's spiritual, moral, social and cultural

development is fostered.

Partnership with parents and carers is satisfactory. Parents are encouraged to share information about their child when they join the playgroup and continue to share information through regular informal talks with staff. This effective verbal communication between parents and staff helps to promote children's welfare, safety and learning.

Parents of children who receive nursery education are less informed about the curriculum and their child's progress. Parents do not yet contribute to the formal assessment records. Information parents provide about their child is not formally used to promote children's learning.

Organisation

The organisation is satisfactory.

Children are cared for in a well organised environment. Effective induction procedures are in place for new staff to ensure that children are safe and well cared for. Staff are aware of their roles and responsibilities and are deployed effectively. The management team have a strong commitment to improvement, training and the professional development of staff to further raise the quality of care and education. However, there is no formal system in place to identify staff training needs. Sufficient staff are employed to work with children and the daily registers are completed accurately. An operational plan is in place, which details the setting's policies and procedures.

The quality of the leadership and management of the nursery education is satisfactory. The manager works closely with the staff during each session. She provides a role-model for them and they are fully aware of their own and others roles and responsibilities. There is no system in place to monitor the nursery education, consequently the gaps within the curriculum have not been identified or effectively implemented. Therefore, some children are not provided with sufficient challenges. The staff work closely as a team, which results in smooth running, calm and happy play sessions.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

There were three recommendations made at the last inspection: which were to ensure that sufficient and suitable equipment is available to meet the development needs of children and continue to develop resources which promote equality of opportunity and anti-discriminatory practice; ensure that vetting procedures are completed for all staff and that a record of these are available for inspection; and ensure the outside area is safe for children to play.

Since the last inspection the committee and the staff have purchased a range of resources that are suitable for the ages of the children and reflect positive images,

which has enhanced children's development and promoted their awareness of the world around us. All the staff who are employed are vetted to ensure the safety of the children. The outside play area is now safe and secure, which has enhanced children's safety.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure good hygiene practice is consistently implemented during nappy changing and request parents permission to seek medical advice or treatment
- conduct risk assessment of the premises and record action taken to minimise the identified risk

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children's assessments are used as a guide to teaching and future planning (also childcare)
- provide parents information on the Foundation Stage and encourage them to contribute towards their children's assessments
- implement a system where staff training needs are identified and develop a system to monitor nursery education so that areas within the curriculum are effectively developed and implemented.

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