Mills Hill Playgroup

Inspection report for early years provision

**Unique reference number** 508046
**Inspection date** 18/10/2010
**Inspector** Susan Elaine Heap

**Setting address** Mills Hill Baptist Church, Mills Hill Road, Chadderton, Oldham, M24 2FD
**Telephone number** 07944989814
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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.

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Description of the setting

Mills Hill playgroup opened in 1987 and is run by a management committee. It operates from Mills Hill Baptist church in a residential area Chadderton. The playgroup has use of three playrooms and associated facilities. Bathroom facilities are located adjacent to the playroom. There is an enclosed outdoor area. The playgroup is open Monday to Friday from 9.30am to 12.15pm in term time only. The building is fully accessible. The setting supports children with special educational needs and/or disabilities.

The preschool is registered on the Early Years Register. A maximum of 28 children in the early years age range may attend at any one time. There are currently 15 children in the Early Years Foundation Stage on roll.

There are four members of staff who work with the children. Of these, three including the manager hold appropriate early years qualifications to National Vocational Qualification Level 3 or above and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is promoted well, ensuring that they are safe and secure at all times. Children arrive happy to take part in the activities on offer and are generally making steady progress across all areas of learning because the staff know each child in their key worker group well. However, observations, assessment and planning of activities are not fully implemented. The staff work well with other professionals to ensure children's individual development needs are supported and to enable them to enjoy and achieve. Most aspects of partnership working with parents are satisfactory. The staff work closely with the early years development worker to identify areas for development and have successfully made a significant number of improvements which have had a positive impact on children's health, learning and development.

What steps need to be taken to improve provision further?

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

- develop the observation, assessment and planning systems to ensure that the staff team are fully confident in it's delivery to ensure each child's next steps in their learning and development are identified and met
- implement a system to monitor children's progress towards the early learning goals to ensure that any gaps in their learning are identified
- develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their
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know to wash their hands prior to eating. Their understanding of healthy lifestyles is developing through physical activities. The outdoor area and large indoor hall offer them opportunities to practise and refine their large physical skills. They climb, balance on beams and ride wheeled vehicles.

They are developing an understanding of responsible behaviour and personal safety as they are reminded to 'walk, not run' as they move around the indoor environment. Staff speak calmly and clearly to the children and act as very positive role models, giving lots of verbal praise for their achievements or for using their 'listening ears'. Children are happy and confident in the setting. A balance of adult-led activities and children's free choice allows them some opportunities to follow their interests and express their ideas. For example, they are eager to take part in their chosen activities, such as, making Halloween cakes or making patterns with large blocks. They are beginning to use mathematical language correctly in their play. They compare the size and shape of bricks or count in number songs and rhymes. The children are beginning to develop their imaginations. They enjoy acting out simple scenes in the home area. They imitate cooking a meal while wearing a chef's hat and apron.

Children are able to participate in a satisfactory range of activities which cover all six areas of learning and development and they are generally making steady progress. The staff know the children well, their individual likes and dislikes and how they are developing. Observation, planning and assessment systems are in the early stages of development. Consequently, the next steps in each child's learning and development are not always clearly identified and ways of monitoring children's progress overall to identify any gaps have not yet been implemented. In addition, there is no evidence of how parents' observations of their children's activities and interests are used to help inform future planning for their individual needs.

The individual support staff offer children contributes to their learning and their development, such as, developing their confidence or concentration in activities. As a result, children behave well, help tidy up and listen well at group times, confidently voicing their choices. Due to the young age of children attending, many children spend their time playing on their own or interacting with staff. However, some of the older children are now beginning to form friendships with their peers. The children are developing their communication skills because most staff engage with them, ask them open-ended questions and listen carefully to what they say. The children are learning about themselves and the wider world. They engage in 'all about me' activities and learn about the natural world and the seasons, as they feel the texture of and talk about the colour of leaves.
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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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

| The effectiveness of leadership and management of the Early Years Foundation Stage | 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**

| Outcomes for children in the Early Years Foundation Stage | 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 | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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