

Woodbank Playgroup

Inspection report for early years provision

Unique reference number	307205
Inspection date	01/12/2010
Inspector	Cuffe Angela
Setting address	Woodbank Youth Centre, Turncroft Lane, Offerton, Stockport, Cheshire, SK1 4BN
Telephone number	075 422 74435 or 0161 292 7940
Email	
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

Woodbank Playgroup opened in 1992 and operates from two rooms in a purpose built building. Children have access to a secure outdoor play area. The playgroup is in a residential area in Offerton, Stockport. It is open each weekday, term time only from 08.50 to 15.00 for 38 weeks of the year. The playgroup is registered with Ofsted on the Early Years Register and both parts of the Childcare Register. A maximum of 30 children under the age of five may attend at any one time. There are currently 26 children in the Early Years Foundation Stage, some in part time places. There are seven members of staff; all key persons have early years level 3 to level 5 qualifications. One member of staff has recently achieved Early Years Professional status. The Manager has a degree in Childhood Studies and is currently working towards Early Years Professional status. The setting operates in line with Key Elements To Effective Practice, taken from the Early Years Foundation Stage; Every Child's A Talker and Elizabeth Jarmen and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic and dedicated staff team have a clear vision for the playgroup and create a fully inclusive environment where individuals are respected and valued. A well developed knowledge of each child's needs ensures that children's welfare and learning is appropriately met. Children are safe and secure and enjoy learning about the world around them. The partnerships with parents, local schools, nurseries, childminder's and other agencies are a key strength and are significant in meeting the individual needs of all children. Systems to evaluate and improve practice are secure and result in a continually improving setting. This particularly focuses on the future development of the outside area and further improvements to required documentation.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare)
- 31/12/2010

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

- ensure that every child receives an enjoyable and challenging experience by organising the outdoor environment. Provide stimulating and inviting surroundings, where children freely access equipment, tools and first-hand contact with the natural world.

The effectiveness of leadership and management of the early years provision

The manager and staff have a good understanding of child protection and their responsibilities if they are concerned about a child's welfare. They are confident to follow procedures and link with other agencies to ensure children are safe. A comprehensive child protection policy is shared with all staff and parents to keep them informed of their responsibilities. Detailed risk assessments on the premises, and also for outings, ensure that safety is continually monitored and reviewed. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise. Most of the required records and documentation are in place. However, written parental permission to seek emergency medical advice or treatment has not been sought, which is a breach of regulations.

The staff have a good knowledge of the Early Years Foundation Stage framework. An effective key worker system is in place, which clearly enhances the observation and assessment of the children. Observations are carried out on a regular basis; these are then linked to the six areas of learning, each child's next steps and the overall planning which has a positive impact on the learning and development each child receives. The manager and staff work in partnership with parents and outside agencies to ensure specific learning programmes are used effectively. Parents provide positive feedback and are complimentary about the care their children receive. Continuity of care for the children is positive, and effective links with other provisions children attend are extremely well established.

Resources are well maintained, clearly organised and are easily accessible to children, which fosters their choice and independence. Nevertheless, this is not always reflected in the outside area. The highly motivated staff team actively promote equality and diversity in their practice to ensure all children have a good understanding of the way other people live. For example, activities focus on different cultures, food tasting and discussions. Children bring photographs of their families clearly showing how they live, working in the fields and how they carry their produce around using their heads. The manager has visited lots of different schools and nurseries in other countries, which she has found useful and the range of photographs from the trips has contributed to a very interesting and detailed display. Most of the staff team have gained early years qualifications and all attend regular training including paediatric first aid and safeguarding.

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

Children are very happy and well settled. The staff team are caring and supportive, which enables children to feel safe and secure and form trusting relationships. Emphasis is placed on children learning through play, exploration and fun. A varied range of stimulating activities is available for children to choose from, which take into account children's different ages and stages of development. This ensures all

children are included and able to participate in activities and, as a result, they make good progress in their development and are motivated to learn.

Children are enthusiastic learners and take a lively interest in everything they do. They demonstrate good levels of concentration and the relaxed, supportive atmosphere enables them to freely express themselves. Playing games together produces plenty of excitement and children laugh out loud as they play in the snow. Children confidently communicate with each other and staff as they enjoy their snacks. They use magnets to build different insects and animals and confidently put the pieces together in the jigsaw puzzles. They concentrate as they paint a picture, carefully putting the brush into the paint pot and then applying it to the paper. They stand back and proudly admire their work.

Children are independent, they put on their coats, hats, gloves and boots and go outside to play in the snow. One child makes a snowman and gathers some snow in a pile. A member of staff gets some spades and cups for children to fill with snow and make castles, using their imagination as they play. Children enjoy reading books in the quiet area and regularly attend the organised rhyme time sessions, which supports them with their communication and language skills. Counting activities and playing with electronic puzzles, computers and calculators successfully promotes children's problem solving and reasoning. Children develop a positive attitude towards diversity and take part in activities linked to various festivals. Children's good health is well promoted because effective hygiene procedures reduce the risk of cross contamination. Surfaces, toys and equipment are kept clean and children independently use hand washing facilities and tissues. The children bring packed lunches and are provided with healthy snacks. This practice as well as discussions give children a good understanding of foods that are good for them. For example, one child says 'this orange is full of vitamin C which helps me to grow'. Children have access to drinking water at all times to enable them to satisfy their thirst when needed.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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

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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