

Poynton Methodist Church Playgroup

Inspection report for early years provision

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Inspector Angela Cuffe

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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*.

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

Poynton Methodist Church Playgroup is run by a committee. It opened in 1982 and operates from three rooms within Poynton Methodist Church. Children have access to an enclosed outdoor play area. The playgroup is in a residential area in the Poynton district of Cheshire. It is open each weekday from 09.15am to 03.15pm term time only.

The group is registered on the Early Years Register. A maximum of 30 children may attend the group at any one time. There are currently 33 children aged from two to five years on roll, some in part-time places.

There are six members of staff, five of whom hold early years qualifications to at least level 2. The setting receives support from an Early Years Development Worker 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 highly motivated and enthusiastic staff team provide a welcoming and stimulating environment for children. A well-developed knowledge of each child's needs makes sure that children's welfare and learning needs are well met. Children are safe and secure and enjoy learning about their local area and the world around them. The partnerships with parents, the local schools and other agencies are a key strength and are significant in the continuity of care and education. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the manager and staff ensures that priorities for development are identified and acted upon.

What steps need to be taken to improve provision further?

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

- keep a clear daily record of the names of the children looked after on the premises, including their hours of attendance (documentation). 01/02/2011

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

- ensure that information from the observational assessments identifies children's next steps and is used to inform planning

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 of 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. All required records and documentation are in place. However, the hours of attendance of each child are not recorded, which is a breach of regulations.

The staff team actively promote equality and diversity in their practice, which ensures that all children have a good understanding of the way other people live. Resources are of good quality, link to the six areas of learning and are stored within easy reach of the children. The manager and staff work in partnership with parents, outside agencies and other providers of the Early Years Foundation stage to ensure specific learning programmes are used effectively to enhance children's development. Parents provide positive feedback and are complimentary about the care their children receive.

The staff team have a good knowledge of the Early Years Foundation Stage framework. An effective key worker system is in place, which impacts on the observation and assessment of the children. Observations are meaningful and carried out spontaneously; these are then linked to the six areas of learning in the child's individual file. However, links to each child's next steps are not clearly recorded and has a negative impact on the overall planning. Most of the staff team hold an early years qualification and all attend regular relevant training.

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. There is a good range of stimulating activities available for children to choose from, which take into account children's different ages and stages of development. This ensures all children are 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 explore shaving foam. Children confidently communicate with each other and staff as they discuss

the foam 'it is sticky and it smells nice' some of the children say. Children follow their own interests and crawl around on the floor as they pretend to be a dinosaur. They enjoy books and story time which enables them to join in and look at the characters as the story is read to them. Counting activities and playing with electronic puzzles, magnets and games, successfully promotes children's problem solving and reasoning. Children develop a positive attitude towards diversity and take part in activities linked to various festivals. For example, they take part in Italian day, which includes a trip to a restaurant and discussions about the country and the culture. They also have ongoing access to a range of dressing up clothes, books, dolls, puzzles and musical instruments. Children develop a keen interest in nature during their time in the outside play area, walks in the park and visits to other places of interest. They also access large equipment, such as climbing frames and obstacle courses. This helps them to develop control and coordination over their bodies.

Children eagerly express their creativity as they regularly access a range of materials to create pictures, such as glitter, coloured paper and leaves. 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 fruit for snacks. They 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	2
The effectiveness of the setting's engagement with parents and carers	2

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met