

# Hollins Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** 316853  
**Inspection date** 03/02/2011  
**Inspector** Janet Singleton

**Setting address** Hollins Community Centre, Hollins Lane, Bury, BL9 8AT

**Telephone number** 0402 213 960 and 07702 213 960

**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

Hollins Pre-School Playgroup is a committee-run playgroup and was registered in 1972. It operates from the community centre in the semi rural area of Hollins, Bury. The pre-school serves the local area. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 4pm. Children are able to attend for a variety of sessions. A maximum of 34 children may attend the pre-school at any one time. There are currently 49 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three and four-year-olds.

The pre-school employs 10 child care staff, some of whom work on a part-time basis. Of these, four hold appropriate early years qualifications at level 3 or above. There are four staff working towards a level 2 and level 3 qualification. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners have a sound understanding of the Early Years Foundation Stage to promote children's learning and development in a satisfactory manner given their starting points. The observation and assessment of the children's progress is not truly reflecting their priorities for learning. The learning environment is safe and secure with appropriate resources for children to access. Required documentation to support the safe and efficient management of the setting is mostly in place. Partnerships with parents and others are appropriately maintained. The setting is committed to the evaluation of its provision in order to improve outcomes for children.

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

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

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of emergency medical treatment or advice in the future (Safeguarding and promoting children's welfare)

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

- develop further the observation and assessment procedures to clearly identify the learning priorities and outcomes for children in order to plan for their individual needs and to monitor their progress across the six areas of learning
- review the deployment of staff to ensure children are meaningfully occupied at all times regarding some younger children running throughout the provision
- ensure the recording of accidents, incidents and medication maintains privacy and confidentiality at all times.

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

The arrangements for safeguarding are satisfactory with practitioners being aware of the pre-school's policies and procedures to safeguard children. They are confident of their role to protect children from harm. Vetting procedures undertaken on all staff, for example a criminal record check, means they are suitable to be with the children. Practitioners who have not had their vetting procedure completed are supervised at all times, therefore maintaining the safety of the children. The parental written consent regarding the seeking of emergency medical attention is missing for some children. This is a legal requirement. The recording of accidents or medication does not always maintain confidentiality because this information is recorded onto the same sheet. Risk assessments are in place and completed daily. This action is necessary as the setting is based in the community centre used by other groups when the nursery is not in operation.

Practitioners have a sound understanding of the areas of Early Years Foundation Stage. The satisfactory planning and observation systems ensure that children's interests are planned for to provide enjoyable experiences. Deployment of resources is appropriate. Everything is within reach and this, combined with equal participation in all activities, ensures a fully inclusive environment for all. Equality and diversity is appropriately promoted as children learn about the differences and similarities of people through focussed activities and observing positive images of other cultures and people of the world.

Relationships with parents are satisfactory. They can view their child's folder of work at any time and provide feedback with regard to what is taking place with the child at home. The notice board, newsletter and the sharing of policies and procedures inform them about the service provided. Comments from parents are positive and include the progress their children are making. Managers are aware of the need to build meaningful partnerships with external agencies. The settings commitment, enthusiasm and drive to bring about improvement and promote sound outcomes for children are a priority.

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

Practitioners have a sound understanding of the Early Years Foundation Stage to meet children's needs. Children are happy and enjoy themselves as they make choices from the suitable range of resources. They access the areas of continuous provision, for example, messy, writing, book area and role play as they use their imagination and develop their language skills. Observation and assessments build on children's interests and are used to inform planning. However, learning priorities are not consistently identified to ensure children are being sufficiently challenged. Most children are occupied and engaged in their play as they make bobble hats during the focused activity. Although children are supported and have secure relationships with staff, the deployment of staff is not always appropriate. For example, some younger children become excited and begin to run around the setting from one area of play to another and are not meaningfully occupied.

The outdoor area is particularly well resourced and provides for children's imagination and enjoyment. They develop their physical skills as they climb, run and ride wheeled toys as they play outdoors on a daily basis. They dress up and use their imagination in the soft play area, putting children to bed as they use symbolic play to act out roles from home. This allows for children to be in control of their play. They are well behaved and know the rules of the setting as they line up to use the bathroom or to go out to play. They are polite and mostly remember their manners. They are learning to share and to take turns as they wait for the wheeled toys, asking politely if they can have a turn. They sit and concentrate as they mark make; writing the letters of their name, forming some letters correctly. They feel safe as they approach the practitioner for assistance or to tell them their news.

Children learn about the differences and similarities of people as practitioners provide appropriate resources, for example, books and jigsaws to promote their understanding. They celebrate cultural festivals and take part in topics and planned activities. By engaging in everyday activities, for example hand washing, children learn satisfactory health practices. They enjoy a social occasion at snack time as they sit together and enjoy freshly prepared toast and fruit. They make choices of milk or water to drink, promoting their understanding of healthy choices. By exploring and learning how to use programmable toys and the computers they develop their skills for the future. This, combined with the positive use of praise, builds children's self-worth and self-esteem and means that children are learning and developing sound skills and attitudes to learning in a beneficial environment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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