

Bolton Children's Opportunity Group Playgroup

Inspection report for early years provision

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Inspection date	19/10/2010
Inspector	Mary Wignall

Setting address	Lowndes Street Nursery, Lowndes Street, Heaton, Bolton, BL1 4QB
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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

Bolton Children's Opportunity Group was registered in 1992 and is situated in a single storey purpose-built postwar building in the Heaton area of Bolton. It is a not-for-profit voluntary organisation run by parents which was founded in 1979. The rooms available for children include a light room, conservatory and the yellow and blue playrooms. The secure outdoor play area is accessed through each room and disabled access is provided at all entrances. A car park is available at the side of the building. Transport for families is provided by the local education department and the group.

Sessions are available on Monday to Friday from 9am to 12pm for children aged from two to four years. A pre-school session is offered from 9am to 2pm on Mondays and Thursdays and from 9am to 12pm on Fridays. Baby sessions are offered Tuesday to Thursday from 1.30pm to 3pm where the parents stay on site. The group is registered for 30 children on the Early Years Register and the compulsory part of the Childcare Register. There is a team of eight staff, seven of whom have appropriate Level 3 qualifications. One staff member is working towards a Level 3 qualification and one is working towards Early Years Professional Status. The group has a regular team of four volunteers and have additional reception and administration staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are active and interested in the fun and challenging activities the group has to offer. They are supported by knowledgeable staff who plan an exciting and inclusive environment. Children make good progress in their learning and development in relation to their starting points. Highly positive relationships with parents and other agencies means children's individual needs are fully understood and planned for by the staff. A culture of reflective practice and consistent self-evaluation within the group means managers have an accurate understanding of the group's strengths and weaknesses. Regular training opportunities and staff meetings mean staff are enthusiastic and confident in their roles.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment is reviewed regularly, at least once a year or more frequently where the need arises (Premises, environment and equipment).
- 15/04/2011

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

- consider drawing on the full range of improvement tools available to assess what the group offers against robust and challenging criteria.

The effectiveness of leadership and management of the early years provision

All adults working in the group are suitable and understand the group's safeguarding procedures due to effective recruitment and induction procedures. Children demonstrate they feel safe. They have secure relationships with staff and happily anticipate and follow well-established daily routines. A written risk assessment is in place, although it has not been reviewed annually. This is a breach of requirements and may limit its effectiveness in helping to keep children safe. Staff are vigilant ensuring the premises are secure to protect children and daily checks are recorded to help keep the children safe.

A reflective culture is encouraged through regular meetings with staff and parents resulting in highly motivated staff. Excellent partnership with parents informs the group's self-evaluation, although external improvement tools are not used to provide more robust criteria for their evaluations. Well-established and highly inclusive procedures mean parents are involved in their children's care and the management committee of the group. They fundraise and contribute to decisions about the group's resources, for instance, in the provision of waterproof clothing. This enables the children to make maximum use of the improved outdoor play area. The staff ensure children make maximum possible independent use of the premises and equipment. Excellent partnership with parents and appropriate agencies ensures the children use specialist equipment to support their individual well-being and development. The staff have a good knowledge of each of the children and their individual needs.

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

The staff plan an exciting and stimulating play and learning environment for the children. Systems ensure all areas of learning are included in exciting activities. All staff contribute to the general planning of children's activities, adapting them for their key children. Evaluations at the end of each session give time for staff to reflect on what activities were enjoyed and how they contributed to the children's development. Observations of children's interests and achievements are used to plan the next steps that attract the children's attention. This results in active children eager to explore their environment and staff with a good knowledge of each child. Lots of sensory toys and equipment are provided, including a well-resourced light room. The children enjoy feeling the different textures in their everyday play, such as, corn flour mixtures and sensory books. This stimulates their senses and develops their understanding of the world around them. Good use is made of pictorial labels to encourage the children to explore resources and to develop their understanding of the group's daily routines. The pictures are of children currently attending the group. They are used well by staff to develop the children's learning or understanding. This and very good relationships with the

staff result in the children having a very good sense of belonging.

The children learn useful skills for the future as they learn to follow the daily routines. They have good opportunities to recognise their faces and see their name in print. Photographs with the children's names on show who is in the group or who and how many children are having a snack together. Children's communication skills are developed by staff who speak clearly and correctly to the children. They use pictorial prompts showing the daily routines to aid children's communication skills. All children enjoy singing and listening to songs. They help to choose which songs to sing. Staff effectively encourage the children's involvement with good eye contact and offer a good role model in doing all the actions. The children make good connections in their play. They move from the computer screen to the interactive board to play games. They match and sort pictures and decide which item is missing in different pictures. They show good concentration as they play for some time listening to instructions and playing familiar games.

Snack times are a social time with staff and children chatting about their favourite foods. Staff chat comfortably about where the milk comes from and how good it is for their bones. The children share responsibility for their self-care. They know to wash their hands with soap before they help to prepare their snack. They empty their food waste in the bins and help wash the dishes with pride. The children use the challenging outdoor play equipment with enthusiasm and confidence. The staff are near with a reassuring hand as they move fast or jump from one level to another. The children enjoy outdoor play in all weathers, benefiting from the fresh air and daylight.

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	1
The extent to which children make a positive contribution	1
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 15/04/2011