

Fir Bank Playgroup

Inspection report for early years provision

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Inspector	Sheila O'Keeffe

Setting address	Fir Bank Primary School, Grasmere Road, Royton, Oldham, OL2 6SJ
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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

Fir Bank Playgroup is run by a committee. It was registered in 1995 and operates from a classroom within Fir Bank Primary School in Royton, near Oldham. There is a secure, fully enclosed playground for children's outdoor play. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children aged from two to five years of age. The setting is open Monday to Friday during term time from 9am to 3pm.

There are currently 29 children on roll, all of whom are within the early years age range. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the managers, who work directly with the children. Of these, three hold an appropriate qualification at level 3 in early years. The setting receives support from the host school and from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides an inclusive, bright, welcoming and caring environment where children feel safe and make good progress in their learning and development. Children are extremely happy and very comfortable with their routines. Excellent links have been developed with parents and carers and with other early years professionals to ensure all children are fully included and their individual needs met. Overall, the managers and staff are continually seeking ways to develop their practice, demonstrating good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the use of self-evaluation by fully involving all staff in identifying the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the setting's policies and procedures to safeguard children. For example staff following safe registration and collection procedures which ensures children safety and well-being. The setting has robust recruitment and vetting procedures in place to ensure staff are and continue to be

suitable for their roles. All staff are appropriately qualified and through regular update training they have a good knowledge of how to deal with any concerns that may arise about children's health and safety. Detailed risk assessments and premises checks inside and outside, ensure that the environment is clean, well organised and safe for children.

Staff promote and support diversity well to help children understand the society they live in. Resources are good, fit for purpose and support children in their development. All children share equal opportunities by being fully supported and included. Children's needs are well provided for in terms of their welfare and learning development, particularly children with special educational needs and/or disabilities. Highly successful liaison with parents and carers contributes significantly to improvements in children's achievement, well-being and development. The setting places great value in ensuring that parents and carers develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents' questionnaires and comments are highly positive and parents are regularly invited and are involved in an extensive range of activities, such as arts and crafts and book week.

Excellent partnerships have been established with other early years professionals in the school which benefits the children, especially in terms of their social development and transition into school. For example, they share some activities through plays, assemblies and lunch times. Extensive partnerships with local professionals have been formed. For example, partners such as the local librarian have visited and worked with the children during book week, enhancing their language skills. The managers are committed to improving the setting and recommendations from the previous report have all been addressed. They demonstrate a good understanding of where the areas for improvement are and are committed to changes that will benefit the children who attend. Whilst self-evaluation is good, it does not yet fully include all staff on a regular basis in examining and reflecting on current successful practice in order to fully share ideas and identify further areas for development.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. Detailed observations inform planning in order to support children with their individual next steps in learning; consequently children make good progress in their overall development. Individual learning journals show children's good progress from their starting points and contain photographs and creative work to illustrate this progress for parents and carers. Staff respond well to the needs of the children. For example, children have great fun using their gardening tools to dig and put potting compost into pots ready for planting. They eagerly discuss what the plants would need to ensure they grow strong and healthy.

Children have a very well developed awareness and understanding of healthy lifestyles through an excellent range of opportunities. For example, children confidently help to prepare healthy snacks, including fruit and vegetables that they

have grown in the gardening area. They are extremely aware of their own personal hygiene when washing their hands to ensure they avoid 'Gerry the germ', a character they helped to develop. Their excellent behaviour, enthusiasm for learning and cooperation with each other allows them to enjoy each other's company and respond exceptionally well to adults. A wide range of stimulating resources are easily accessible for the children to choose their own activities. Role play areas, both inside and outside, provide good opportunities for children to develop their imagination, creativity and communication skills. They gain early awareness of difference through exploring stories, toys and cultural festivals.

Children are developing a good sense of how to be safe through their discussions with staff and how they interact with each other. They have good spatial awareness and consideration for one another when playing outside such as when running, climbing or riding their scooters. Staff are vigilant especially when some children join the main school for lunch in the dining room. They have a good relationship with the children and work well together as a team to support each child's needs. They follow the children's interests and stimulate their thinking through good questioning and prompting to try new experiences. The children are acquiring a good foundation for their future learning and development.

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: Met

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