

Mickleover Methodist Playgroup

Inspection report for early years provision

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Inspector Linda Moore

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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*.

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Description of the setting

Mickleover Methodist Playgroup opened in 1967 and is committee run. It operates from two rooms within the Methodist Church Centre in Mickleover, a suburb of Derby. All children share access to a secure enclosed outdoor play area. The playgroup is open each weekday morning during school term time, from 9.15am to 12.15pm and additionally on Friday afternoons from 12.45pm to 3.45pm.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend the playgroup at any one time. There are currently 50 children from two to under five years on roll. Of these, 35 children receive funding for early education. The playgroup currently supports a number of children with learning difficulties and/or disabilities. The playgroup employs nine members of staff, of these, six hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this welcoming and inclusive setting. Staff are fully aware of children's interests and capabilities and have a secure knowledge of how to support their learning and development. A vibrant and stimulating environment is created through the provision of an extensive range of activities and experiences. Close working relationships with parents and outside agencies ensure children receive the support they require. The setting has a strong capacity to improve because staff reflect on their practice and have a clear understanding of areas to improve.

What steps need to be taken to improve provision further?

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

- demonstrate how decisions are made on the suitability of staff by maintaining a record of the checks undertaken
- update the record of risk assessment to include any assessments of risks for outings to ensure children's safety.

The effectiveness of leadership and management of the early years provision

The manager and staff team work very well together and benefit from the good level of support they receive from the parent committee. Staff's individual skills and strengths are recognised and utilised well through effective delegation of roles and responsibilities. Appropriate vetting and induction systems are used to ensure all staff who work with children are suitable to do so, although a record of the decision making process is not fully maintained. Staff's knowledge of safeguarding

procedures is strong and they have a clear understanding of how to report any child protection concern. This helps to protect children from harm and neglect. The premises offer a bright and cheerful environment. Play areas are very well organised and equipped to offer a wide range of exciting and stimulating activities and walls are decorated with colourful examples of children's art work and posters. Effective procedures are in place to ensure the safe arrival and collection of children and suitable measures are taken to make the premises secure. A comprehensive and detailed annual risk assessment is completed and daily safety checks are carried out for all of the areas used by children. As a result children play in a safe and secure environment. However, there is no written record of the risk assessments completed for outings.

An inclusive environment is provided for all children who attend the setting. Positive relationships are established with parents and outside agencies to ensure every child's needs are identified and met. An effective key worker system is in place and sufficient time is set aside before children start to explain the routine to parents and obtain information about their child's interests and ability. Good quality information is shared on an ongoing basis through discussion, documentation and numerous displays. Effective systems are in place to include parents in their child's learning and development. A detailed assessment is compiled and shared with parents following the child's first month's attendance. Details of their progress is shared on a daily basis, with regular 'Parent's Evenings' arranged to view their child's developmental record and discuss their learning in more depth. Information is shared with other settings that children attend and this helps to ensure cohesion and consistency in their learning.

Positive steps are taken to promote children's good health and well-being. The premises and equipment are kept clean and children are encouraged to develop good hygiene habits such as washing hands before eating and after using the toilet. They learn the importance of eating healthy foods and taking exercise. Snack time is well organised, children choose when they wish to eat and can help themselves. This promotes self-help and decision making skills. They have excellent opportunities for physical activity, as the daily routine incorporates a free flow of play between inside and outdoors. This freedom to explore has a positive impact on their sense of well-being and helps with all aspects of their development. Both areas are well organised to provide stimulating activities that promote children's interest and curiosity. In the outside area they learn how to use different materials to build and balance and imaginatively act out scenes such as fire fighters. They can be physically active and exuberant as they run around and peddle their bikes. Music, dance and exercise sessions offer further energetic play indoors. All of the recommendations from the previous inspection have been completed effectively. The staff team meet regularly to discuss and reflect on their practice and the views of parents and children are taken into account. Self-evaluation systems identify the settings strengths and priorities for development and these are well considered and appropriately targeted. As a result the setting is continuously improving and some outcomes for children are outstanding.

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

Children show high levels of curiosity, imagination and concentration. They play extremely well together, happily taking it in turns to use the large equipment such as the mechanical crane, or working together to paint an underwater scene on the wall. Their creativity and expressiveness is very well promoted as they re-tell stories using puppets, each child becomes a character and they cooperate well together in a group. They enjoy making stretchy dough and as they do so explore how the properties of the materials change when they add water to the flour. They knead, roll out and cut the dough and describe how it feels to handle and touch. Staff show exceptional skills in extending children's interest and learning as they play. They help them to build upon their ideas, for instance when throwing bean bags staff suggest they use chalk to draw a target to aim at on the ground. Children build a chute on top of crates and use this to roll cars down, staff extend their fun by helping them to mark how far each car travels to compare which one has gone the furthest. Children respond to these challenges with great enthusiasm.

Children develop firm foundations for literacy. They have excellent opportunities to practise skills in speaking and listening, and they enjoy regular stories, music and songs. The environment is rich in print with signs and labels, so children can learn about words. There is an extensive range of mark making materials available on tables and trolleys and in role-play areas. Children use these freely to express their ideas, for instance, writing a party invitation. The child explains what they want to write and staff are on hand to support by helping them to name and sound the letters they need. The child knows and writes each one down and when they have finished they get an envelope and stamp from the trolley ready to post their letter. Children enjoy being creative with the art and craft resources. They explore and differentiate between colours as they draw and paint. When free painting at the easel they use a pallet to mix colours and see what happens. The child knows that mixing red and yellow makes orange and shows great excitement when they discover blue and yellow mixed together make green. They begin to handle tools, objects and construction materials safely and with increasing control. Children are developing their awareness of the wider and natural world. They encounter creatures such as caterpillars and watch with great curiosity as they form into chrysalis. Their interest is further encouraged when five weeks later they see butterflies emerge and help to release them into the outdoor area.

Children make excellent progress because of these activities and the effective support they receive. Staff are caring, considerate and sensitive to children's needs. They show high levels of enthusiasm and interest in what children say and do and as a result they flourish in the setting. An effective key worker system is in place and this enables children to develop warm and trusting relationships. Children are highly confident, settle well and develop positive relationships at every level with adults and their peers. Staff are skilled in managing children's behaviour. They offer good explanation and alternative ideas to encourage positive behaviour. Children are developing a growing understanding of what is right and wrong and how their actions can impact on themselves and others. Good effort and achievement is acknowledged and praised through the celebration wall display,

sticker charts are used as further positive reinforcement. As a result children's social skills develop well and their sense of self worth increases.

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	1
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	1
The extent to which children develop skills for the future	1

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