

Lostock Playgroup

Inspection report for early years provision

Unique reference number EY415290
Inspection date 15/02/2011
Inspector Mr Rasmik Parmar

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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

Lostock Playschool is privately owned and registered in October 2010 from an existing provision. It operates from a first floor hall within a parish centre in Lostock, Bolton. It is open Monday to Friday from 8.45am to 12.15pm, term time only. Children have access to enclosed outdoor play area.

The setting is registered on the Early Years Register for a maximum of 28 children, of whom none may be under two years. There are currently 15 children on roll. The setting currently supports children who speak English as an additional language.

A new manager has recently been appointed; there are five members of staff, three of whom have Level 3 in early years (one of which is studying towards Early Years Professional status) and two have the level 2 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are happy and settled and enjoy a range of fun play activities that meet their individual interests and capabilities. Children are making satisfactory progress in their learning and development towards the early learning goals. Ineffective risk assessments carried out are not dated and there is no system for reviewing them. The premises is not secure and there is no suitably approve manager to run the setting. All this is a breach of requirements. There are inadequate systems in place to monitor and evaluate the provision to support continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a risk assessment identifying aspects of the environment that need to be checked on a regular basis showing when and by whom they have been checked and review it at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) 15/02/2011
- provide premises, both indoors and outdoors, that are safe and secure, and take steps to prevent intruders entering the premises. (Safeguarding and promoting children's welfare) 15/02/2011

To improve the early years provision the registered person should:

- develop further self-evaluation to identify the settings strengths and priorities for development that will improve the quality of provision for all children
- develop further the resources to more fully promote all aspects of diversity with emphasis on disabilities.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Appropriate policies and procedures support the setting. The setting has safety checklists for indoors and outdoors but these have not been implemented. Also, further risk assessments, which do not show who carried it out or the date, have led to identified security issues within the premises and an action plan was produced. However, no action has taken place and the premises remains in-secure and poses a potential risk to children as intruders may enter. This is a breach of requirements. Also, there is no suitably approved manager to take responsibility for the early years provision. This is a breach of requirements as the provider has failed to inform Ofsted of a change to the person who is managing the early years provision. This is an offence but Ofsted does not intend to take any further enforcement action at this stage.

The setting is child orientated and has a satisfactory variety of resources to meet the needs of all children. Suitable systems are in place to support all children, including those who speak English as an additional language. Books and resources positively portray most aspects of diversity so that children learn about each other's similarities and differences. However, there are no resources to promote positive images of people with disabilities. Activities are linked to cultural and traditional events throughout the year, such as, the Chinese New Year, Diwali, Eid and Christmas.

There are friendly working relationships with parents who receive relevant information about how the setting operates. Parents are provided with information about their child's progress in the Early Years Foundation Stage on a regular basis by key persons.

Children solely attend this setting for their care and learning. However, staff are aware that they should share information about the child's learning and development with other carers who may be involved if there was shared care.

Although staff meetings help to improve the setting, systems for self-evaluation are in-effective as the setting has failed to address identified risks in the security of the premises and appoint a suitable approved manager, leaving children potentially at risk.

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

Staff have a suitable understanding of the learning and development and welfare requirements. Children make satisfactory progress in their learning in relation to their capabilities and starting points. Key persons obtain information from parents at the start of the child's time at the setting and observe them to find out what they know, can do and enjoy when they start. This forms the basis for an ongoing assessment. Observations are matched to the areas of learning, and the next step of learning for individual children is identified within the assessment to inform plans. The assessment profiles for all children are used by staff to provide parents with an informative record of their child's progress.

All children enjoy a range of craft activities using a variety of materials, such as, paints and play dough. Children's writing skills are satisfactorily developed and they are encouraged to mark make. A fair range of books are available to children, which are rotated from the main collection and children enjoy small group story times, joining in with the story and anticipating the next step.

Children play various games with staff and each other, which encourages them to share and take turns. Children are happy and confident and engage with adults readily. They talk willingly with adults and each other and show they are confident communicators. This coupled with their developing skills in technology and problem solving contributes to their future economic well-being. Children access the outdoor areas for short periods of time during their stay at the setting to promote their physical well-being. They also have access to a large apparatus within the playroom.

There is suitable planning for play with a balance of adult and child-led activities. Spontaneous events result in children being creative and active learners. Children are happy and they independently follow their own interests by accessing activities and experiences that cover all areas of learning. This results in children enjoying their time at the setting. Children feel safe and are confident and know the daily routines well. They learn about safety during 'circle time'. Also, the local policeman has visited the setting and talked to children about road safety.

Children's health and growing independence are suitably supported as they learn about the benefits of healthy eating. Parents provide packed snack boxes and children eat together at the tables, learning to socialise with one another.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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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