

Holy Family Playgroup and Out of School Provision

Inspection report for early years provision

Unique reference number	309843
Inspection date	18/05/2011
Inspector	Lisa Patterson

Setting address	Holy Family Church Hall, Links Road, Blackpool, Lancashire, FY1 2RU
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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

Holy Family Playgroup and Out of School Provision is a voluntary group and a part of the Holy Family parish with the manager being the registered provider. It has been registered since 1971 and operates from a church hall building in the north shore area of Blackpool. Children have access to the nursery room, cafe area, main hall and pre-school room. There is an enclosed outdoor play area to the rear of the premises. The provision opens each weekday throughout the year, providing full daycare and out of school care sessions, and a play scheme during school holidays. During term time, the nursery opens 8.30am until 5.00pm, with out of school club sessions from 7.45am until 8.50am and 3.15pm until 5.45pm. The playscheme operates during most holidays from 8.30am until 5.30pm. Children attend on a full- or part-time basis.

The nursery is registered to care for a maximum of 50 children under eight years at any one time, no more than 30 of which may be in the early years age range. There are currently 47 children aged from two years to under five years on roll. The setting also offers care to children aged over five to 11 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are 10 members of staff, all of whom hold early years qualifications to at least level 2. The management team hold qualifications above level 3 including Early Years Professional Status. The nursery provides funded nursery education places for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's individual needs makes sure that staff successfully promote children's welfare and learning. Information from observations is not always fully used. Children are safe and secure and move freely around the setting, however, the setting failed to notify Ofsted of a serious accident. Partnerships with parents and others are well established and all parties work well together to support children's learning and development. As a result, children progress well. Regular self-evaluation identifies priorities for development and these are addressed accordingly. This results in provision that continues to develop.

What steps need to be taken to improve provision further?

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

- implement an accident procedure that includes the requirement to notify Ofsted of any serious accident,

19/05/2011

and the action taken in respect of it, within 14 days of the incident occurring and the requirement to notify local child protection services. (Safeguarding and Promoting Children's Welfare).

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

- increase staffs' understanding of the individual objectives identified for children's learning and use these more effectively during planned and child-led activities to support children's progress towards the early learning goals
- provide children with further opportunities to develop independence through, for example, helping to serve meals and snacks.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of safeguarding issues. They know who to contact should they have a concern about a child and there is a clear policy in place to support them. Children's safety is maintained through regular assessment of risk and there is always at least one member of staff on site who holds a current first aid certificate. The provider failed to notify Ofsted of a serious accident. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. Local child protection agencies were not notified and this is a breach of regulations.

The setting is fully committed to sustained development. They make good use of the Ofsted self-evaluation form and advice and guidance from the local authority for prioritising areas for improvement. There is a clear vision within the setting and staffs' further professional development is supported.

Resources, including those portraying positive images of diversity, are of good quality and support the children's learning and development. They are easily accessible and children self-select them freely. Displays of children's creations brighten the walls and children take pride in telling staff which picture is theirs. There is a clear but flexible routine and staff are well deployed to ensure children are challenged and eager to learn.

Parents enjoy good relationships from the beginning. They are given detailed information about the setting and information they share is used to help the child settle. Their views are valued and they are kept well informed about their child's development. Parents comment that they are really happy with the setting and would recommend it. Effective partnerships with other settings and agencies ensure relevant information is regularly shared and used to promote children's achievement and wellbeing.

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

Children thoroughly enjoy the resources and activities on offer. They are fully independent as they choose which area in which to play and the resources they would like. They show a strong sense of belonging and play kindly with their friends. They learn to share and take turns during adult-led and child-directed play. They have a good understanding of keeping themselves safe and staff lead by example. They dress up in reflective jackets as they role play at being builders and tell everyone to be careful of the giant 'imaginary' hole they have dug. Meals and snacks are prepared on site and from scratch. Children enjoy freshly made chicken nuggets at lunch time and fruit with brioche for snacks, with a choice of milk or water to drink. Meal times are social occasions during which children and staff sit together talking about their day. Children are not encouraged to pour their own drinks or serve themselves, which impacts on their independence.

Observations of children's development are fully in place and used to plan a range of activities. Their development is monitored though it is not always clearly linked to the stages of development identified in the Early Years Foundation Stage. Staff sometimes lack knowledge of individual objectives during planned and free play activities inside and out.

Children's imaginations are allowed to run wild in the well-resourced play areas. After seeing a bucket and spade, children work together to pretend to dig a giant hole in the nursery floor which eventually becomes a swimming pool. Activities such as these give children the opportunity to solve problems, determine shape and space and play collaboratively with others. They talk about quantity as staff ask how many buckets of water will it take to fill it and children comment that the water is warm. There are lots of opportunities for children to make marks and these are very well used. Children in all areas are seen drawing pictures and writing for a purpose, such as on invitations to the nursery wedding. They thoroughly enjoy listening to stories in the comfy story area and handle books with great care. They recognise their names as they fix them onto the self-registration board though these names are not used at other times.

Children's understanding of the diverse nature of their own community is developed through whole nursery activities. A very successful food tasting session, during which children bring food from their home country or culture, helps to value each individual. Children enjoy using the suite of computers in the pre-school room and each of the other rooms is equipped with a variety of electronic and programmable toys. They nurture their vegetable plants in the outdoor area and care for their caterpillars, watching as they create a cocoon and emerge as butterflies. Children are physically active on a daily basis, enjoying the climbing frame and slide, balancing and the sit-and-ride toys. They expertly manoeuvre the cars and scooters, carefully avoiding collision. There are lots of opportunities for children to be creative, both inside and out. They draw pictures on the dry wipe boards, use glue to create a very hungry caterpillar and stick spots onto their painted ladybirds. They thoroughly enjoy times for singing and sharing stories from

home about Harvey the Bear.

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	3
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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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