

Heaton Manor School Playgroup

Inspection report for early years provision

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Inspection date	10/05/2011
Inspector	Cathryn Parry
Setting address	c/o Heaton Manor School, Jesmond Park West, Newcastle upon Tyne, Tyne and Wear, NE7 7DP
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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

Heaton Manor School Playgroup is managed by a committee. It was registered in 1992 and operates from purpose built premises within the grounds of Heaton Manor School. The setting is situated in the residential area of High Heaton in Newcastle upon Tyne. Children access an enclosed outdoor play area. The setting is open Monday to Friday from 9.15am to 11.45am and from 12.45pm to 3.15pm during term time.

The setting is registered to care for a maximum of 12 children aged from two years to under eight years at any one time. All of whom may be in the early years age range. There are currently 26 children on roll, all of whom are in the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children who speak English as an additional language and receives funding for the provision of early education.

There are four members of staff, including the manager, who work directly with the children. Of these, three hold a relevant early years qualification at level 3 and one holds a relevant early years qualification at level 4. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her team of staff offer a Safe, warm and friendly welcome to all children, their parents and carers. They demonstrate a very positive attitude to providing an inclusive environment. The wide range of planned and spontaneous activities, ensure all children have good opportunities to make progress in their learning and development. Procedures for assessing and tracking this progress are being developed. Effective systems are implemented to monitor and evaluate the quality of the setting to ensure continuous improvement is well maintained.

What steps need to be taken to improve provision further?

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

- improve systems for assessing children's achievements, with particular regard to tracking children's progress.

The effectiveness of leadership and management of the early years provision

Children are kept secure through very good procedures for entry to the premises. The manager and staff have a secure understanding of safeguarding procedures.

Consequently, children are well protected. There is a robust recruitment procedure in place, which ensures all adults who are employed are vetted for their suitability and undergo an effective induction process. Children's safety is enhanced with regular risk assessments and thorough daily safety checks of the premises and for any outings. The continuing professional development of the staff demonstrates their high level of commitment to further enhancing the learning and development opportunities provided. There is a broad and balanced selection of resources, which are used effectively to enable children to progress well.

Staff promote and support diversity well to help children understand the society they live in. Positive relationships with parents and carers ensure children's individual needs are effectively met. This is particularly evident for those who speak English as an additional language. Information is shared on a daily basis with parents and carers verbally and with written diaries. They also have access to their children's learning journeys, thus ensuring continuity of care. The staff have a secure understanding of the benefits of working with other professional to enable children to meet their full potential. Good systems are in place to ensure effective communication takes place between the setting and other practitioners. This nurtures continuity and enables staff to complement and extend activities when children receive care and education in more than one setting.

The manager has high aspirations for continually improving the quality of the setting and outcomes for children. Along with the staff she follows a good self-evaluation process, which includes input from parents, carers and other early years professionals. This enables her to tailor the service offered to meet the individual needs of those currently attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on the setting as a whole.

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

All staff have attended training on the Early Years Foundation Stage framework and implement it well. Children access a good range of well-chosen resources, which support their learning across all areas of learning. They are eager to learn, self assured in their play and confident to try new experiences. Positive role modelling by the staff and appropriate resources encourage children's growing knowledge of equality and diversity. They have good opportunities to learn about living things as they plant and care for chives, radishes and cress. Children's creativity is nurtured effectively as they enjoy model making, painting, cooking and role-play. They use books correctly, listen attentively during story time and join in enthusiastically with action songs. Counting and measuring skills are reinforced through number puzzles, weighing ingredients for baking, and sorting activities. Children flourish as they access good opportunities for physical play, including using tricycles, bats, balls and balancing equipment. They develop their skills for the future well, including opportunities to access carefully chosen games on the computer and use a range of programmable resources.

Assigned key staff know the children well. Thoughtful planning enables children to

be actively involved in a wide range of activities, which captures their interest. Regular observations take place, which are linked to the areas of learning. However, systems for assessing children's achievements are being reviewed, as their individual learning journeys do not clearly track children's progress towards the early learning goals.

Children's self esteem and sense of belonging are encouraged as their pictures and models are displayed within the playgroup. Children behave well in response to the staff's patience and realistic expectations. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. They take part in imaginative food related activities such as making pizzas and visiting the supermarket to buy fruit. This encourages good lifestyle habits. Children are encouraged to be healthy as they learn how to wash their hands before snack time and use paper tissues to blow their noses. A clear sickness policy offers parents and carers relevant information to ensure children are not placed at risk of infection and illness.

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	2
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	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

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