

# Milnrow Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	316412
<b>Inspection date</b>	06/07/2011
<b>Inspector</b>	Shazaad Ashad

<b>Setting address</b>	Charles Lane, Milnrow, Rochdale, Lancashire, OL16 3NZ
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<b>Type of setting</b>	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**

Milnrow Pre-School Playgroup opened in 1966. The group is managed by a committee of trustees. It is situated in the village of Milnrow near to the town of Rochdale. It operates from one main room and an extended conservatory in a purpose-built building. Children attend from the village and the outlying areas. There is access to an enclosed outside area for the children.

The pre-school is registered on the Early Years Register to care for a maximum of 32 children at any one time, none of whom may be under two years. There are currently 71 children aged from two years to under five years on roll, who attend for sessions of variable lengths. The group opens Monday to Friday 8.30am to 4pm. They are open term time only. The group supports children with special educational needs and/or disabilities.

There are seven staff who work with the children. They all have relevant level 3 early years qualifications. One of the staff has Early Years Professional Status. The playgroup is a member of the Rochdale Playgroup Association and is maintaining the Quality Assurance award in partnership with the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage are fully supported by staff. Children are fully included in a wide range of enjoyable, interesting and exciting activities in a bright and stimulating environment. There are good partnerships with the parents and local school and effective links have been built up with the children's centre and other professionals. Inclusive practice is well supported. The setting has maintained the Quality Assurance status and fully met the previous recommendations. The staff remain committed to continual improvement through professional status training, and the use of self-evaluation is developing well.

## **What steps need to be taken to improve provision further?**

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

- improve the process of individual children's assessments to ensure a more consistent approach to how next steps are recorded
- develop further the use of self-evaluation systems to build on strengths and to identify areas for further improvement around the Early Years Foundation Stage.

## **The effectiveness of leadership and management of the early years provision**

The policies and procedures to support children's welfare are fully in place. These are implemented effectively by the staff. The vetting procedures for the staff who work with the children are robust and there are effective systems in place for all other adults linked to the provision. For example, the work placement students are supervised at all times. Children are safeguarded because the procedures are clear and the staff team demonstrate a clear understanding of their role in safeguarding children from abuse and neglect. All of the staff team have completed training in safeguarding issues. They understand the reporting procedures for concerns or allegations in line with Local Safeguarding Children Board procedures. The provision's policy and procedure identifies relevant contact details. The daily risk assessments cover the premises, outdoors and outings with the children and are reviewed by the staff in each of the pre-school areas. This has a positive impact on children's safety. Accurate records are maintained on all staff including their relevant disclosure number.

The staff work very well as a team to ensure there is a clear purpose and vision for the pre-school. This is reflected in the improvements made since the last inspection. The pre-school has implemented a range of changes to improve the quality of learning provided for all the children. This includes the development of the creative area and assessment procedures for children. However, although the 'all about me' information is evidenced in all the areas of learning, the assessment of children's individual next steps of learning are not fully in place. There are regular staff meetings and training opportunities. For example, one member of staff has the Early Years Professional Status award. The staff team also evaluate and reflect on their practice in partnership with the local authority for the Quality Assurance award. These positive systems ensure better outcomes for children's welfare and learning.

Partnerships with parents are successful and their contributions and support are valued by staff. Opportunities are in place for parents to regularly take their child's learning file home, and for them to add information and to discuss these with their child's key person, for example, pictures of children's recent holidays. Parents provide positive comments in relation to the range of good play experiences and learning opportunities their children receive, and how effective the key person link works for them. The pre-school have positive relationships with the speech and language professionals, school and the local children's centre. The arrangements ensure staff are fully informed of the range of services in place for children who require additional support and contribute to children's transition into school being a positive experience.

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

The children are confident and happy in a secure environment in which there are many opportunities for their learning and development. The play activities offer

new and interesting challenges across all areas of learning. The staff team are knowledgeable and caring. The good use of both the indoors and outdoors enables children to make choices relevant to their learning needs and continuous play throughout the sessions. Staff are knowledgeable in their role as a key person and in the implementation of the areas of learning and how children progress. Staff work closely as a team and each week information for all the children is reviewed to ensure their varied interests and needs continue to be supported and enhanced in all areas. The layout of the pre-school ensures all core learning areas are provided and the resources complement these effectively. Staff join in with children's play to extend and promote their individual development. The evidence in each child's file includes photographs, observations and assessments. These provide a positive approach to how the children have moved forward and progressed.

Creative play is good and the range and selection provided for the children enable them to fully explore and create their own ideas. They access malleable materials and mediums to cut, print, paint and make models, which promotes a rich and imaginative learning experience for the children. For example, children experiment with paint on glass, mix paints and use glue to stick rice and pasta on their own work. The role play and small world resources complement their creative ideas. For example, they have set up an indoor tent and it is surrounded by natural materials and textures, such as tree bark. The children design their own obstacle course with outdoor equipment, enjoy moving their bodies around the tyres and enthusiastically play dance games in groups. The environment has a range of different texts and labels and the children learn to recognise their own names. They are eager to practice writing in a variety of ways. Their independence is successfully promoted as they follow their own interests, for example, exploring the communication area and using the very exciting interactive computer board. They learn about recycling as they use the computer board to move items around on the screen and place them correctly. Children have good opportunities to develop their listening skills through group time and one-to-one time with staff. Story time and the use of props and role play all engage and enable children to talk, listen and express themselves confidently through their play. For example, children extend a popular fairytale as they eat porridge for snack and then set up the role play based on a continuation of the story.

The pre-school provide a range of fresh fruit and milk for snacks. Packed lunches are provided by parents, which includes food to help promote their children's health. The setting has received a healthy eating award and all children's individual health and medical needs are fully supported through the range of clear policies and procedures. Children's behaviour is very good and self-esteem is reinforced through lots of praise. Children feel safe due to the staff's informed approach to enable children to take manageable risks and assess what is safe. They respond well to staff instructions when exploring and testing boundaries and using equipment and tools. This approach enables the children to be secure and develop a positive sense of belonging and independence.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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