

Pulford Playgroup

Inspection report for early years provision

Unique reference number	306469
Inspection date	13/09/2011
Inspector	Christine Stewart

Setting address	Pulford Road, Bebington, Wirral, Merseyside, CH63 2HN
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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

Pulford Playgroup registered in 1994 and opened again in 2009. The provision operates from a purpose-built building in the grounds of Brackenwood Infant School, Bebington, Wirral. The playgroup is accessible to all children and there is a fully enclosed area available for outdoor play.

The playgroup is open each weekday during school terms from 8.45am to 11.45am and 12.30pm to 3.30pm. The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 28 children may attend the playgroup at any one time all of whom may be on the Early Years Register. There are currently 55 children aged from two to under five years on roll. The provision employs six members of staff, including the manager, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and welcoming environment where staff know them well and respect their individuality. Staff are patient and provide good role models for children who in turn generally behave well. Children enjoy a range of interesting activities and experiences, both inside and outside, which supports their progress towards the early learning goals. Positive relationships with parents and other agencies are established which contributes to children's individual needs being well met and supported. The self-evaluation process has been initiated to identify the strengths or areas to develop within the playgroup.

What steps need to be taken to improve provision further?

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

- use consistent strategies for managing children's behaviour and ensure that staff are alert to injustices so that children see that these are addressed and resolved
- develop further the self-evaluation process to involve a whole setting approach to identifying the priorities for future improvements.

The effectiveness of leadership and management of the early years provision

Access to the setting is monitored by staff and systems are in place for the safe collection of children. All visitors are requested to sign the visitor's book. The playgroup has a robust recruitment procedure in place and staff are deployed to effectively supervise the children. Staff members have a secure understanding of the Local Safeguarding Children Board guidance and procedures and the possible

indicators of abuse and neglect. This enables them to take prompt action if they have concerns about a child, to ensure children's safety. Daily checks of the premises and the outside area are undertaken, as well as more comprehensive risk assessments at regular intervals to keep children safe within the setting.

The manager and staff are committed to the continuous improvement of the provision. This is demonstrated in how they have addressed the recommendations raised at the last inspection to improve outcomes for children. However, there is no written self-evaluation system in place to support a whole setting approach for identifying future targets for improvement. Discussion with the manager and staff demonstrates they are effective in identifying how some aspects of the provision could be improved. For example, they plan to streamline the existing recording systems for children's learning journals. Staff demonstrate their commitment to improving outcomes for children by undertaking training and relevant workshops. Improvements have been made since the last inspection, such as developing the outdoor play area to create a stimulating environment to be enjoyed daily, throughout the year. Annual staff appraisals are conducted and staff meetings take place weekly to keep everyone informed and involved.

The good organisation of the room and resources encourages children to become independent inquisitive learners. A key worker system is in place to promote and meet individual children's needs. The setting is inclusive and promotes equality and diversity well. Children celebrate various cultural festivals by sampling foods, dressing up, listening to stories and making associated craft items and cards. Strong partnerships with parents are established. Staff work closely with parents to meet children's individual needs. Information with parents is shared through daily discussion, home diaries, newsletters and parents meetings. Parents can access their own child's development file at anytime. They have access to photographic evidence of the different activities the children participate in. Staff work with other professionals to ensure a good support system are in place for children and families.

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

Children are making good progress in their learning and development because the staff have a good understanding of the Early Years Foundation Stage. They use this knowledge to plan appropriate activities that interest and challenge the children. There is a good balance of child-initiated and adult-led activities to support children's interest and progress. Children settle quickly and are eager to join in with the wide variety of activities available. Some children confidently put on paint aprons and begin to create their pictures using brushes, fingers or hands. Others choose to go and play in the home corner or explore with water, sand, paint and dough. Language and learning is well promoted, as staff effectively deploy themselves to extend children's understanding.

Excellent opportunities are in place for children to benefit from fresh air and outdoor play and learning daily. Children can choose to be active and run and

climb on the range of apparatus or become involved in one of the many alternative outside pursuits. Communication, language and literacy are supported well in their outside play as staff read a story in the Gazebo. Children mark make on the ground with chunky chinks or write with water and brushes. They learn about living things and habitats as they enthusiastically dig in the raised soil bed and are delighted to find 'mini beasts'. They examine their findings with magnifying glasses and identify their 'mini-beast' by comparing it to the picture cards on the table. Once the creature has been identified, children display the picture card on the 'findings board'. They demonstrate in this process their understanding that print carries meaning. Children's understanding of sustainability is nurtured through discussion and activities, such as, growing their own cucumber, tomatoes, runner beans and other fruits and vegetables. They count in sequence, compare size and shape of insects, plants and objects demonstrating their understanding of number, size and shape.

Children have good opportunities to explore a range of resources and activities to support their learning. They develop awareness of their local community when the police horse unit and the proprietor from the local Chinese take away visits the setting. They develop awareness of the wider world through books, resources and celebrations of festivals. Children generally behave well. They are polite and take turns. However, some children find sharing and negotiating more difficult to manage and they do not receive consistent support to help them achieve this. The children learn about safety during their play and they know not to run around indoors. They are reminded to take care when using climbing apparatus outside and to be aware of each other when riding bikes or peddling the cars. Good health is well promoted by daily access to fresh air and exercise. Some staff have completed food handling training to ensure correct procedures are carried out for children's well-being. Snacks offered are healthy options, such as fruit. Children recognise when they need hydrating and help themselves to water from the water cooler. They wash their hands and follow appropriate routines to support their well-being.

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