

Offerton Green Playgroup

Inspection report for early years provision

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Inspector

Tara Street

Setting address

Mobile Classroom at Warrenwood School, Turnstone Road
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Type of setting

Childcare - Non-Domestic

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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

Offerton Green Playgroup is run by a voluntary management committee. It was registered in 2002 and operates from a prefabricated building in the grounds of Warren Wood Primary School in the Offerton area of Stockport. Children have access to a secure enclosed outdoor play area. A maximum of 30 children aged two to five years may attend the setting at any one time. The setting is open Monday to Friday from 8.55am to 11.50am during term time. They also offer an optional lunch session from 11.50am to 12.55pm.

There are currently 34 children on roll who are within the early years age range. Of these, 31 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register.

There are seven members of staff, including the manager, who work directly with the children. Of these, five hold a qualification at level 3 in early years and two hold a qualification at level 2 and are currently working towards a level 3 qualification. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm, inclusive and relaxed environment. They enjoy an appropriate range of activities and resources which cover most areas of learning, although this is less well developed in the outside area. Staff regularly observe children as they play, however, the use of this information to effectively monitor their progress is in its infancy. Staff meet each child's individual care needs appropriately and all policies and procedures are implemented satisfactorily to safeguard and promote children's welfare. Staff work hard to build and maintain appropriate relationships with parents, carers and other early years professionals. Whilst the setting shows satisfactory capacity to improve overall, planning for improvement, including processes of self-evaluation, are not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment system to support staff in assessing the progress which children are making towards the early learning goals and plan next steps to meet their development and learning needs
- develop further self-evaluation systems which take into account the views of parents, carers and children in order to effectively identify the setting's strengths and priorities for development that will improve the quality of the provision for children
- provide additional opportunities for children to use information and

- communication technology and programmable toys to support their learning
- review the planning and resourcing of the outside play area to ensure it offers a challenging environment which supports and extends children's learning.

The effectiveness of leadership and management of the early years provision

Staff recruitment procedures are implemented appropriately, so that children are cared for by suitable and qualified adults. These procedures include seeking appropriate checks and obtaining references. All records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly. Annual and ongoing risk assessments, both inside and out are clear and identify any action taken to minimise risks and hazards to children. Overall, resources, including staff and the available accommodation, are deployed appropriately. However, the planning and resourcing of the outside play area, to ensure children are offered a challenging environment which supports and extends their learning, is less well developed.

Staff promote equality and diversity. For example, all policies support inclusive practice, and the promotion of different cultural backgrounds is evident. Parents and carers are able to talk to the staff at any time and staff record clear information about the children's care and welfare requirements. For example, toileting and dietary requirements are known by all staff, ensuring children's individual care needs are met in line with the parent's requests.

There are appropriate links with local schools, childminders and other early years practitioners to ensure information is shared about individual children. In addition the setting has established sound links with outside agencies to ensure children with special educational needs and/or disabilities are appropriately supported. The management team are in the early stages of identifying the setting's strengths and priorities for development after a recent change in manager. There are some sound plans in place to secure further improvement and the staff are keen to improve the quality of the setting for all children and their families. However, self-evaluation at present is not systematic and does not routinely take account the views of all parents, carers and children. The recommendations made at the last inspection have been fully implemented.

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

Children are happy and settled within the environment. Overall, a suitable range of age-appropriate activities and resources are made freely available to children. They have a daily choice of several adult-supported activities which provide focussed learning opportunities alongside many others activities that are free choice. As a result, children's independence is promoted. Staff have an appropriate

understanding of the Early Years Foundation Stage and ongoing observation and assessment of children are undertaken. However, the information gathered is not used effectively to support staff in assessing the progress which children are making or in identifying their next steps in learning. This impacts on children's overall learning and development.

Staff are mindful of the individual children participating, for example, a dough activity is presented in slightly different ways to each group of children to ensure that all are challenged and their understanding extended. Children enjoy dressing up as fire and police officers and participating in group time stories, songs and actions. They read books, investigate construction materials and solve problems as they work out how to fit pieces of a puzzle together. They happily count how many trucks they have in the sand tray and compare the different size and shapes.

Various creative activities are offered on a regular basis and children enjoy free access to a range of mark-making materials which they use to practise their early writing skills. For example, children are starting to write their name on art work and enjoy creating pictures of their house from a range of collage materials. As a result children are developing appropriate skills for the future. Warm relationships between staff and children are formed and children behave appropriately. They happily help staff to tidy up at the end of the session and enjoy taking turns when using magnetic fishing rods to catch fish floating in the water tray. Children access a suitable range of resources that reflect diversity. For example, books, puzzles and role play equipment depict positive images of age, gender, ability and culture. Their information and communication technology skills are appropriately promoted as they experience regular opportunities to access a computer, sound station and digital camera. However, other opportunities for children to explore technology such as battery operated and programmable toys are limited.

Children learn about aspects of their own safety through daily discussion, such as recognising hazards in the environment, and using equipment safely. They enjoy a varied and healthy range of snack options and are beginning to learn about healthy eating through planned activities and discussion. They practise appropriate procedures for their own personal hygiene. Overall, all children make satisfactory progress, enjoy themselves and are adequately prepared for life outside the school day and future learning experiences.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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