

# Whitworth Playgroup

Inspection report for early years provision

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**Unique reference number** 309530  
**Inspection date** 07/10/2011  
**Inspector** Karen McWilliam

**Setting address** Hallford United Reform Church, Hall Street, Whitworth,  
Rochdale, Lancashire, OL12 8TL

**Telephone number** 01706 860 492

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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*.

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**

Whitworth pre-school and out of school club is a registered Charity and is managed by a parents committee. It opened in 1969 and operates from two rooms in the United Reform Church hall in the Whitworth area of Rochdale. A maximum of 28 children may attend at any one time. The pre-school and out of school club are open Monday to Friday, term time only. The pre-school opens from 9.30am until 12.30pm and the out of school club is open from 3.15pm until 6pm. Children attending the out of school club attend from one local primary school. All the children have access to a secure enclosed outdoor play area. There are currently 37 children on roll in the pre-school aged from two years to five years. Of these, 20 children receive funding for early education. There are currently 28 children on roll in the out of school club, aged from six years to 11 years. The setting supports children with special educational needs and/or disabilities. There are currently six members of staff, all of whom, hold appropriate early years qualifications. The Manager has recently achieved a degree in Early Childhood Studies.

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

Overall the quality of the provision is good.

The motivated and ambitious managers have a clear vision for the setting which is evident in their self-evaluation. Priorities for development are identified and acted on successfully creating an inclusive setting and the capacity to improve is good. Partnerships with others is a key strength, the setting has close links with the community and enjoys close relationships with the parent's, some of whom, form the management committee. An effective individualised settling in procedure and committed staff team ensure children are happy and confident. Most resources and systems support children's progress in their learning and development. The manager ensures that all parents receive a wealth of information, including, all the policies and procedures which further reinforces their effective implementation.

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

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

- review systems to identify each child's starting point and track their progress over time.
- introduce resources and play opportunities to more effectively promote children's positive attitudes to cultural diversity

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

All Staff have a good knowledge and understanding of safeguarding procedures, therefore, children are well protected. The setting now has in place robust

recruitment procedures to check the suitability of adults. Risk assessments are in place and regularly reviewed to ensure a safe environment for children.

The manager has a clear sense of purpose and cascades this vision to the committed staff team to ensure the learning environment is well organised and stimulating. Continuous professional development is a high priority for the setting resulting in knowledgeable staff focused on promoting good outcomes for children. A self-evaluation form has been completed with the views of children, staff and parents taken into account to ensure targets for further improvement are identified. For example, the staff observed that boys were not accessing the mark making area. After talking with the children staff set up a mark making area outside, as a result of this the boys and girls, happily engage in painting the walls and floor with water, therefore, developing their early writing skills in a way that is meaningful to them.

The setting works hard to involve parents in their children's learning consequently, they have established effective links with many who regularly volunteer and contribute to the warm and welcoming environment.

Staff have good relationships with outside agencies and all staff attend relevant specialist medical and mandatory training. The setting is fully inclusive for children with additional needs, therefore, all children achieve as well as they can. However, resources do not fully represent the wider society in which children live. Therefore, staff are not maximising every opportunity to support children's understanding of the diversity of cultures.

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

Children benefit from warm and trusting relationships with the staff at the setting, therefore, they are happy and secure. They confidently explore the play areas and snuggle in to their key worker during circle time. Children are given good opportunities to handle a range of tools correctly, for example, they use knives to spread cheese, as a result of this they are learning to keep themselves safe. Children say they enjoy attending the setting stating 'it's the best place ever'. Children are well supported as they negotiate the stepping stones and wooden bridge, therefore, learning to take risks.

Snack time is a social occasion, children choose from healthy options, such as, tomatoes, cucumber, cottage cheese, crackers, milk and water as a result they are developing healthy eating habits. Most children demonstrate an awareness of good hygiene practice as they wash their hands before eating without adults prompting. Free-flow play from the indoors to outdoors is available for most of the session. The well resourced and challenging outdoor play area provides children with opportunities to run, dig, climb, balance, catch and throw. Children grow their own herbs and are resourceful as they use a tent as goal posts whilst playing football. Therefore, children's well-being and physical development is effectively supported.

The staff naturally and spontaneously promote all the six areas of learning. Key

workers plan motivating activities based on observed children's individual interests identified in their individual learning journeys. Children are active participants in their learning, as result of this, there is a good balance between adult-led and child-initiated activities. However, the systems in place to identify children's starting points on entry or track their progress over time are weak, although, staff have identified this and have started to put a new system in place.

The parent volunteers further engage the children's interest as they plan treasure hunts. As a result of this children continue and revisit this experience as they draw treasure maps, build pirate ships with the large wooden blocks and confidently talk about sailing away to an island to find big crabs. Children fit jigsaw pieces, master riding their tricycles up hill and are deeply engrossed counting strawberries. All of which, contribute to the development of their problem solving, reasoning and numeracy skills. All children are encouraged to participate in the activities. For example, staff laminate photographs of themselves for children to take into circle time, to help children feel secure when all staff members are not present. Children have the opportunity to take photographs with camera's that are freely available to them and to use the computer, both of which, contribute to the children developing skills for the future. Staff consistently praise the children and have reward systems in place. For example, children are given certificates for their achievements which are displayed in their learning journeys and shared with parent's. Therefore, children's behaviour is generally good.

## 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

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

<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

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