

# St Philips Playgroup

Inspection report for early years provision

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**Unique reference number**

316836

**Inspection date**

10/02/2011

**Inspector**

Jane Shaw

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St Philips Playgroup is organised by a voluntary management committee and was first registered in 1984. It operates from St. Philips Community Centre which is owned by the Parish of St Thomas and St John in the Radcliffe area of Bury, Greater Manchester. The children have access to the main hall and associated facilities.

The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children aged two to five years may attend the setting at any one time. There are currently 20 children on roll who are within the Early Years Foundation Stage. The playgroup is not in receipt of funding for nursery education. Children attend from a wide catchment area. The playgroup operates Monday to Friday from 9.15am to 11.45am, term time only.

There are three members of staff who work within the pre-school on a regular basis, with additional staff available to cover. Of the three permanent staff, one holds a childcare diploma, one is qualified to level 3, and one holds a level 2 qualification. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playgroup creates an inclusive environment where all children are welcome. Staff know the children well and are able to satisfactorily meet their individual needs. Staff work together to ensure children's care, welfare, learning and development are promoted, and as a result children make satisfactory progress towards the early learning goals. However, there are aspects of documentation that are not effectively in place. Partnerships with parents and carers are positive and support children's placements. Systems for self-evaluation are satisfactory and strengths and areas for development have been identified, demonstrating the capacity to improve.

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

To meet the specific requirements of the EYFS, the registered person must:

- retain a record of the risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 10/03/2011
- extend safeguarding policy to ensure that there is a procedure to be followed in the event of an allegation being made against a member of staff, and refer to safeguarding including contact details (Safeguarding 10/03/2011

and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- ensure practitioners have an up-to-date understanding of safeguarding children issues
- further develop systems to review what they know about each child's development and learning, in order to make decisions about the child's progress, and plan next steps to meet their development and learning needs
- keep a record of unexplained bruising, marks or signs of possible abuse
- develop plans for access to an outdoor play area.

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

Staff have a clear understanding of the need to protect the children in their care. Staff files show vetting has taken place, and therefore children are cared for safely. A satisfactory knowledge of safeguarding policies and procedures protects children, however some policies and procedures to support safeguarding lack some detail. Staff training in relation to safeguarding is not current.

Most of the required records are appropriately maintained. Some records are currently being updated to reflect changes in requirements, for example the complaints policy, however children's injuries upon arrival are not recorded. Children's attendance is recorded as required. Staff ratios are good and promote children's safety. Systems to promote children's safety are in place. These include procedures, such as security of the premises, staff ratios and regular fire drills. Daily visual checks of the premises are completed, but records of risk assessments are not in place and this breaches the requirements of the regulations. Children are developing a good understanding of keeping themselves and others safe, as they are reminded about the safe use of tools and equipment.

A key person role is in operation. Staff meet at the end of the session to discuss children's activities and observations, however they do not yet plan next steps for children's learning.

Positive partnerships with parents and carers are in place. They have access to a brief information booklet about the setting, and policies and procedures are available for view. Parents and carers spoken to at the time of the inspection spoke positively about the playgroup. The group do not have the need to liaise with other settings but have systems in place to do this when necessary.

The group have completed Ofsted's self-evaluation record. This satisfactorily reflects the group and they have identified areas for improvement. They are working closely with the local authority in order to drive ambition and improve the setting.

All children have equal access to all activities and opportunities. Access to a satisfactory range of resources and activities satisfactorily promotes inclusion.

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

Staff have sound understanding of the Early Years Foundation Stage and as a result, children make satisfactory progress in their learning and development. Children have access to a range of activities during the session, some connected to the particular planned theme. Children move freely around the available play space, but access to fresh air is limited. Children have been involved in planting flowers outdoors, but space for large physical play outdoors is limited. The group have identified this as an area for improvement.

Plans are based around themes, with some planned adult-led activities. Planning is not evaluated or linked to the children's next steps or areas of learning. Staff undertake observations, and key persons are responsible for keeping developmental records up-to-date, however these are not used to plan the next steps in children's learning and therefore their progress across the six areas of learning is not tracked.

Children are developing good skills of independence. For example, children put on and take off outdoor clothes and dressing-up clothes with minimal assistance, and deal with personal tasks. Children's behaviour is good. They are able to share and take turns and sit quietly at circle and when others are talking. Children's language and communication skills are developing well as they discuss things they have done, for example talking about playing football the previous week or where they have been with their parents, and as they negotiate roles in their imaginary play. All children have opportunities to make marks.

Staff encourage children's understanding of numbers as they count at circle time and as they sing number rhymes and songs. Children use construction resources to build three-dimensional models, for example, a vacuum cleaner. Children are learning about technology and how things works when using push-button toys. They learn how to use a computer through access to a satisfactory range of technological resources. Access to resources and activities satisfactorily promotes children's understanding of diversity.

Children are developing good motor skills as they use alternate feet when using the indoor climbing frame, climbing up, down, through, over and under. They also have access to bicycles. Children competently use pencils, cutters and other implements when using play dough. Children are introduced to craft activities and opportunities using many different media to explore their creativity. They have access to role play opportunities, for example, a hairdresser's and a shop. Children play cooperatively and negotiate roles within the hairdresser's salon.

Children access drinking water at all times throughout the session and have a healthy snack mid-morning. They are aware of the importance of having a healthy

lifestyle, and are aware of the reasons for washing their hands before having a snack. Access to activities is beginning to develop their skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
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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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in early years section of report (Arrangements for safeguarding children). 10/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- retain a record of the risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 10/03/2011
- extend safeguarding policy to ensure that there is a procedure to be followed in the event of an allegation being made against a member of staff, and refer to safeguarding including contact details (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 10/03/2011