

Fairhills Playgroup

Inspection report for early years provision

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Inspector Jo Warburton

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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

Fairhills Playgroup is a community group run by a committee. It opened in 2010 and operates from one main room, with use of kitchen, toilets and corridor. Children have access to an enclosed outdoor play area. The Playgroup is situated in a residential area in Irlam, Manchester. It is open each weekday from 9.10am to 12.10pm and from 12.45pm to 2.45pm during term time only.

The Playgroup is registered on the Early Years Register. A maximum of 32 children may attend the setting at any one time. There are currently 53 children aged from 2 to under five years on roll, some in part-time places.

There are 10 members of staff, six of whom hold appropriate early years qualifications to at least NVQ level 2 and one at NVQ 3. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's safety and welfare is compromised because of the failure to complete risk assessments of key areas. Written permission has not been obtained for giving medication and records regarding safeguarding are not fully up to date. As a result some legal requirements are not met. The setting generally promotes healthy lifestyles, however, drinking water is not always freely available at all times. Partnerships with parents and other agencies are developing and the new manager has begun to introduce systems for self-evaluation, although these are not yet fully effective.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- identify aspects of the environment that need to be checked on a regular basis, maintaining a record of these particular aspects and when and by whom they have been checked. (suitable premises, environment and equipment) 08/12/2011
- ensure that hazards to children both indoors and outdoors are kept to a minimum (suitable premises, environment and equipment) 08/12/2011

- obtain prior written permission for each and every medicine from parents before any medication is given (safeguarding and promoting children's welfare) 08/12/2011
- ensure that the written permission from parents for seeking emergency medical advice or treatment include the exact wording from the statutory guidance to prevent some misinterpretation. (safeguarding and promoting children's welfare) 08/12/2011
- obtain information about who has parental responsibility and legal contact with the child, for all children (safeguarding and promoting children's welfare) 08/12/2011

To improve the early years provision the registered person should:

- identify children's starting points, strengthen links between planning and assessment systems and clearly show children's next steps in learning and how they will be planned
- provide fresh drinking water at all times during the day
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate. Some key aspects of the environment are not risk assessed and subsequently are potential hazards to children. Inappropriate use of resources poses a danger to children when playing in the main room. Staff deployment is insufficient to safeguard children effectively for outdoor play. Subsequently children gain access to the outside area unsupervised through an open door. Due to lack of safety checks, children have access to a store room via a heavy unlocked door. No measures are in place to safeguard children from the potential risk of being trapped by the door or inside the store room. Written permission is not sought before administering medication therefore children are not safeguarded effectively. Records are incomplete for some children regarding legal responsibility. These are all breaches in the welfare requirements.

However, suitable recruitment and vetting systems are in place and help to ensure that all adults are suitably qualified and trained to work with children. Appropriate welfare policies and procedures are mostly in place. Staff are appropriately trained to administer first aid if necessary and regularly follow emergency evacuation procedures with children.

The setting has developed satisfactory links with outside agencies and partnerships with parents are developing. Parents feel sufficiently informed about their child's progress, having access to policies and daily activities displayed on the parent notice board. The setting sufficiently promotes equality and diversity, and the

manager has highlighted the need for new resources depicting other cultures and disabilities. A considerable lottery grant has been awarded for the purchase of new equipment, toys and resources. The new manager has identified some weaknesses and has plans for the setting, although these are early in development and not yet fully effective. The manager is due to introduce a new system of recording observations and planning to monitor young children's progress. However, currently, staff do not use the planning sufficiently well enough to identify children's next steps in learning and to monitor their developmental stage.

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

Children are positively welcomed into the setting and on arrival find their name and match it to the appropriate colour, engaging with their parents as they do so. They interact with sand and water activities on arrival and some children help to pay their session fees. On the whole children behave well and positive steps are in place to encourage this. Staff openly praise children when sharing and engaging in tasks, however children are unclear of the boundaries with regard to running inside the setting. This causes many children to trip and bang into one another when moving around the room. Staff do not reinforce the appropriate way to move indoors to safeguard the children. Children have a satisfactory understanding of other cultures through small world toys and dolls and looking at the wider world around them.

Staff promote good personal hygiene routines and healthy eating. Children enjoy a varied diet including bagels, apples and Satsuma's. Milk or water is offered to the children while they enjoy their snack, although water is not freely available during each session. Areas are clean and staff wear appropriate aprons and gloves to prepare and serve food and are suitably qualified in food hygiene. Children have access to the outdoor area freely, enjoying physical exercise by playing on bikes, trikes and in the sand shed with tools. Sufficient provision is in place for nappy changing and the area is clean and maintained with a clear policy in place.

Activities covering the six areas of learning are sufficiently offered, but staff are not fully knowledgeable about children's starting points in relation to how well they are learning and developing. There is a lack of detail in children's records and this further hinders staff's ability to fully support children's learning. New planning systems are about to be introduced by the manager to address this weakness, although these have not yet been implemented. Books are freely accessible to children, and staff share these in quiet areas and inside the play den. Children have opportunities for name recognition on entry into the setting and again at snack time. Name cards are found by children in exchange for a healthy snack.

Staff engage well with children and establish generally good communication, encouraging children to express themselves and move freely into areas that interest them. Children engage with staff members in the doctor's role play area, using bandages and acting out the doctor's caring role. During a creative Pudsey Bear sticking activity, counting the number of spots is the focus. Outside a staff

member encourages children to look at the chalk numbers written on the path they walk along. Colour recognition is promoted when children guess the appropriate colour of the traffic lights as they drive their toy cars and there are some resources for problem solving and number recognition.

Children have occasional access to a computer, using different programmes from children's television. Video cameras and picture cameras are used by the children in the setting as well as some battery operated toys and these extend and 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
The extent to which children adopt healthy lifestyles	2
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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