

St Wilfrids

Inspection report for early years provision

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Inspector

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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

St Wilfreds Playgroup was registered in 2003. It operates from a converted bungalow in the grounds of St Wilfreds Primary School, in the Newton Heath area of Manchester. Children have access to two play areas and a secure outdoor area for outdoor play.

The playgroup is registered on the Early Years Register and can care for a maximum of 20 children under eight years at any one time. Of these, 20 may be early years age group children. However, none may be under two years. There are currently 18 children between the ages of two and three years on roll. This includes 11 children in receipt of nursery education funding. The playgroup is also registered on the compulsory and the voluntary parts of the Childcare Register. The playgroup is open five days a week during school term times. Sessions are from 9am to 11.30am and 1pm to 3.30pm. Children attend from the local community.

There are two staff working directly with the children, of whom both hold appropriate childcare qualifications equivalent to National Vocational Qualification Level 3. The playgroup receives support from the head teacher and the nursery teacher at St Wilfred's School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The bright, stimulating and enabling environment enables children to develop confidence, have fun and make good overall progress in their learning. Their welfare and well-being is efficiently promoted. Children are developing a strong sense of belonging because they are valued and respected as unique individuals. Partnerships formed with parents facilitate the meeting of children's needs effectively, although they have limited evaluative input into the development program. Professional partnerships promote consistency and continuity for children. Reflection and evaluation by the staff builds on what has already been achieved.

What steps need to be taken to improve provision further?

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

- update the safeguarding policy to reflect the most recent terminology
- review the collection procedures for children to ensure they do not disrupt children's learning opportunities.

The effectiveness of leadership and management of the early years provision

Effective team work, policies and procedures promote children's safety, welfare and well-being. Good emphasis is placed on safeguarding children. The staff has a secure understanding of their role and responsibilities under the Children's Act to safeguard the children's welfare. Information relating to these responsibilities is shared with parents through a written policy. However, some of the references it makes, such as Area Child Protection Committee, is out of date information. Rigorous recruitment and vetting procedures ensure the suitability of staff to work with children. Comprehensive risk assessments, which are frequently reviewed, are effectively implemented to manage risks and eliminate identified hazards, ensuring children can play and explore safely.

There is a clear sense of vision about what the well-established, cohesive team wish to achieve and they are proactive in seeking training, such as 'sounds and phonics', for their professional development. The systems the setting uses for reflection and evaluation promotes continual improvement well, but input from parents is limited. Parents' evaluations are sought through 'the comments book', but it does not have any entries since last year. The system, therefore, is ineffective for seeking current parents' views on development and improvement. Recommendations from the last inspection have been tackled well and the Improvements have promoted equality and inclusion and have had a positive impact on the overall quality of the provision and the outcomes for children.

The setting is child-centred and well organised, with an abundance of quality resources. Staff deploy themselves effectively to support children in their play, giving them space and time to explore and discover for themselves. This stimulates the children's interest and motivates their independence. Effective partnerships with parents and others ensure children are appropriately supported to achieve because staff have a good understanding of their backgrounds and needs. In addition, good transition procedures smooth children's entrance to main stream education.

Parents are provided with lots of information through a variety of sources. For example, they help parents to understand the principles of the Early Years Foundation Stage through displays, and individual learning journals keep them informed of their children's progress, enabling them to continue learning at home. Effective information systems, such as 'all about me', enables parents to initially share what they know about their children's care, learning and development and ensures staff can effectively meet these needs and swiftly establish starting points.

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

Good relationships are evident between the staff and the children. The key worker system the playgroup uses enables children to build a close bond with individual staff, helping them to settle and develop confidence and a sense of security. All

children are warmly welcomed and those new to the setting are appropriately comforted and supported. Children are making good progress in their learning and development. Staff observe children during their play and record their efforts and achievements. They have a tracking system to monitor children's progress and use this information to highlight and challenge individual children's future learning effectively. As a result, each child receives the appropriate support to maximise their full potential based on their starting points and abilities. The broad and balanced curriculum of activities takes into account children's interests and they confidently access other toys and equipment from the continual provision to initiate and extend their play.

Children are becoming aware of responsibility as they help to tidy away toys before their snack. Behaviour is good in the setting, enabling children to feel safe and secure. Positive methods are used consistently to help children understand the need to share and take turns, and their kind and considerate behaviour is praised and celebrated. Children are developing skills for the future through meaningful play opportunities. They develop the hand control they need for future writing skills as they use a range of tools in art and craft activities and manipulate construction sets. A wide range of media is easily accessed by the children who confidently explore and express their creativity, both indoors and in the outdoor play area. The staff interact well with children, engaging with them to encourage their emerging language skills effectively and taking time to listen to them. They engage in activities, such as nursery rhyme singing and story sessions to increase children's vocabularies. However, these are towards the end of the sessions and parents arriving early to collect their children distract the other children and disrupt the learning. Children explore aspects of the wider world. Their play materials and resources reflect positive images of the wider society. Children's cultural backgrounds and ethnicity is known to staff who plan special events and celebrations, which are helping the children to value and appreciate each other. Children explore natural materials, such as sand and water. They dig for mini beasts and plant and nurture sunflowers to help them to understand the natural world.

Good methods are used to encourage children to adopt healthy lifestyles. For example, the children follow hygiene routines, including appropriate hand-washing, the use of tissues for their nose and reminders to cover their mouths when they cough. The playgroup promotes healthy options, encouraging children to choose from a selection of fresh fruit and milk or water to drink during snack time, and engages in activities, such as, 'five a day'. Children demonstrate a positive attitude to being active and benefit from daily opportunities in the fresh air. They enjoy balancing on tree stumps and manoeuvring a selection of vehicles and engage in role play games. This is developing their strength and refining their coordination and imagination whilst promoting their good health.

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