

# Moss Side Village Playgroup

Inspection report for early years provision

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**Unique reference number**

309394

**Inspection date**

02/12/2011

**Inspector**

Gary May

**Setting address**

Moss Side Community Centre, Dunkirk Lane, Leyland,  
Lancashire, PR26 7SN

**Telephone number**

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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**

Moss Side Village Playgroup has been in operation for 30 years and is managed by a committee. The group operates from the community centre which is located central to Moss Side Village, near Leyland in Lancashire. The facility operates from the hall, entrance area and an adjoining room and has access to an outdoor play area.

The playgroup opens Monday and Wednesday from 9am to 3.30pm and Tuesday and Friday from 9am to 12 noon term time only. Children are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the playgroup at any one time all of whom may be on the Early Years Register. There are currently 30 children attending who are within the Early Years Foundation Stage. The playgroup provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The playgroup receives support from the local authority.

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

Overall the quality of the provision is good.

Children enjoy their time at the setting and make good progress in their learning and development. Staff complete regular observations, identifying children's individual learning needs, which they meet through interest led activities. Overall, skills for the future are covered well. The well-resourced children's play area is a strength which children thoroughly enjoy. Partnerships with parents are satisfactory because parents have adequate involvement with their children's learning and development. The playgroup has an effective self-evaluation and a clear and ambitious vision for the future.

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

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

- provide regularly a variety of writing tools and paper, indoors and outdoors
- develop further, parents and practitioners working together to improve the positive impact on children's development and learning.

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

The manager has clear policies, strategies and procedures in place for safeguarding and promoting the welfare of children and meets all required duties. Safeguarding training is up-to-date for all staff. There is a good recruitment process in place to ensure that all staff are properly vetted and all staff have a Criminal Records Bureau check. The manager ensures adults know and fully understand child protection and safeguarding issues and how to implement procedures, through induction and updates at staff meetings. All records required for the safe and efficient management of the playgroup are maintained. Risk assessments are reviewed, dated and signed, which ensures the playgroup is safe for children both inside and outside.

The staff are knowledgeable about the Early Years Foundation Stage and use it effectively to support children and their learning. The playgroup is well organised which enables children to choose and access resources themselves. There is a comprehensive range of toys and games in all areas of learning including technology. This means staff are able to rotate toys easily and regularly. Children are able to thrive and make good progress in their learning and development. The manager and staff are working towards Lancashire County Councils Early Years Quality Award, which they have used to develop an effective self-evaluation document. This has enabled the manager and staff to identify the settings strengths and weaknesses. They have utilised this to identify how they can improve the playgroup for the children and set challenging targets. The manager addresses areas for improvement effectively. For example, the outdoor area has been redeveloped providing a covered area, vegetable plot and a good range of equipment. Children are now able to access continuous provision outside in all weathers, further supporting their learning and development.

The staff have good relationships with parents and carers. Parents receive information about the Early Years Foundation Stage, an induction pack and complete the 'all about me' profile. Key workers obtain information about what children like and dislike and what they are able to do ensuring that children's individual needs are effectively met. Key workers keep up-to-date on children's interests through termly consultation with parents, which they use in planning activities so children enjoy their learning. The Learning Journey files are sent home to parents twice a year for written comments. No provision is made for parents to meet with the key worker to discuss them. Parents can leave comments using post it notes on wow moments in reception. This means that there are satisfactory opportunities for parents to be involved in their children's learning and development. The playgroup has good relationships with a range of professionals and services such as the physiotherapist, which contribute to supporting children's welfare and learning.

There is an effective equal opportunities policy, which is regularly reviewed and supports the staff well. This means staff ensure activities are appropriate for all children and that the individual needs of all children are met. All children are included fully in the life of the setting.

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

The environment is warm and inviting and well organised, children can move around safely and are free to explore a range of toys and equipment inside and outside. For example, they know where resources are and how to use them safely. Children are happy and content with a sense of belonging in their environment because they are provided with a coat peg, named towel and they can access drinks and snacks themselves.

Children's good health is promoted effectively by all staff. Children readily wash their hands after activities and before and after snack using their own towel because staff have taught them good hygienic routines. They have fresh fruit at snack time and are learning about fresh vegetables from their own garden, which means they are learning about making healthy choices. Children are getting plenty of fresh air using covered section in the outside area in all weathers. Children have free flow access to continuous provision outside all day everyday where they are developing good physical skills in pedalling running jumping, climbing and digging using a very good range of equipment. Staff run physical development sessions every week as a result children are good at balancing and turning.

Children are making good progress towards their early learning goals because staff plan activities weekly around their interests. Children's needs are identified through regular observations and assessments, which are then turned into next steps. Children are able to easily access all the areas of learning and are developing skills for the future well. They are developing book reading skills in the literacy corner where they hold books correctly turn the pages and look at the pictures. Children are mark-making outside on the walls with chinks, however, the mark-marking trolley is not put out on half-day sessions so children have limited opportunities to develop their writing skills. Children are learning numeracy and problem solving from a good range of puzzles and technology toys and they count to 10 as part of other activities. Children's access to creative play is good, for example, they are developing hand and eye coordination while making Christmas cards and painting ginger bread men. Children's artwork is displayed demonstrating that children's creativity is valued. Children are developing a good understanding of the world promoted through a variety of activities such as play dough, using small world figures to explore space, and role play as they become doctors and then hairdressers. Children are gaining good skills using technology from a good range of programmable and electronic toys. The balance of adult-led and child-led activity is good, enabling children to develop their independence well.

Children are well behaved because staff provide clear boundaries and explanations of what is acceptable. They are developing respect for themselves and each other. Staff use a good range of resources, such as role play when celebrating festivals, to introduce new ideas and activities helping children to learn about diversity, different cultures and equality.

## 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	3

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