

Brinscall Playgroup

Inspection report for early years provision

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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

Brinscall Playgroup opened in 1974 and is privately owned. The provision is registered on the Early Years Register. It operates from a large hall and adjacent room, as well as a fully enclosed outdoor play area, in Hillside Methodist Church in Brinscall, near Chorley, Lancashire.

A maximum of 25 children may attend the playgroup at any one time, all of whom may be in the early years age range. The playgroup supports children who have a special educational need and/or disabilities, as well as children who speak English as an additional language. The playgroup is open Monday to Thursday from 8.45am until 4pm and Friday from 8.45am until 12.15pm, during term time. There are currently 50 children aged from two to under five years on roll. The playgroup offers funding for early education for children aged three and four years.

The playgroup employs eight members of staff, all of whom hold relevant qualifications in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are making exceptional progress in their learning and development, as the staff recognise the uniqueness of all the children in their care. They know the children extremely well, so are able to routinely meet their individual needs. The deployment of resources helps to extend the children's independence. Children learn about the majority of everyday activities performed by adults. Safeguarding is given utmost priority, ensuring children's welfare and happiness. Exceptional steps are taken to further the children's understanding about similarities and differences in the society in which they live. Partnerships with parents, and other providers who also deliver the Early Years Foundation Stage, are used to promote excellent quality care and education. A very successful method of self-evaluation helps the staff to make continual improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing opportunities for the children to learn more about helping adults in everyday activities, for example in the preparation of snack.

The effectiveness of leadership and management of the early years provision

Safeguarding the children is a priority; therefore, robust policies and procedures are consistently in use for the benefit of the children's health and well-being. The

staff are highly knowledgeable about the procedure to follow in the event that they witness a concern. A designated person is responsible for working closely with other agencies to help protect the children's welfare. A thorough and meticulous recruitment plan ensures the staff are suitable to work with young children. Detailed risk assessments help to identify any hazards, which are minimised.

The manager is dynamic and aspires to continually provide the children with outstanding care and education. She successfully inspires her staff, resulting in them continuing their learning and development for the benefit of the whole team. Morale is exceptionally high, therefore staff actively contribute their ideas, which have a beneficial impact on the children's learning. An extremely successful method of self-evaluation helps to continually drive improvement, with the parents and children contributing their ideas.

The playrooms are exceptionally well organised to meet the needs of all the children. The high quality furniture and equipment significantly supports learning and development. Careful consideration is given to where the toys are located, to enable the children to self-select items of their choice, which helps to further their independence. Areas which aid the children's imagination, such as the hairdressing salon, is extremely well equipped and entices the children to take part in pretend play. They act out the role of hairdresser as well as receptionist, whilst making appointments and welcoming clients. The staff use the space outdoors imaginatively with a vast range of play opportunities available that capture the children's interest and actively encourages them to think critically.

The staff actively promote equality of opportunity. They are extremely good role models, which the children emulate, making for a harmonious atmosphere. A vast range of resources are readily available that reflect positive images of diversity, including age, gender, disability and culture. This results in the children learning to respect similarities and differences. Children have the opportunity to celebrate many festivals. They taste various foods from around the world and to learn about how other people live. Both the girls and the boys have equal access to all the toys available and they are taught to behave kindly towards each other.

Staff and parents share a highly positive relationship for the benefit of the children. Parents views are consistently sought and are acted upon, such as through the successful method of 'liaison sheets', which enable the parents to discuss all aspects of the playgroup. Staff expertly encourage the parents to continue the children's learning at home, for example a book loaning scheme allows the parents and children to choose a story to share together. They also plan convenient times for parents to visit the playgroup to learn about the Early Years Foundation Stage and about why play is so important. The staff are highly skilled at developing wider partnerships which contribute well in supporting individual children's needs. Staff form excellent links with local schools where the children regularly visit and attend concerts and participate in story time.

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

The children arrive happily and are eager to learn. They greet their friends and the staff before swiftly settling to an activity of their choice. This is due to the significant support and attention they receive from the staff who know them well. Teaching methods are rooted in expert knowledge, as the staff have an exceptional understanding about how young children learn. This results in the children having lots of fun and they happily evaluate their own learning. Rigorous planning successfully provides for the children's individual needs, resulting in them making outstanding progress in their learning. Thorough assessment through high quality observation, aid the staff to identify the children's stage of development and enables them to plan for their progression. Children display extremely high levels of confidence and self-esteem. They work exceptionally well, independently as well as when in a group. They show great curiosity and the desire to explore and are inquisitive learners. Behaviour is exemplary, as they are very settled and enjoy the company of all. Children adhere to agreed rules and they have a positive attitude to learning. This is because the staff provide age-appropriate activities that challenge their thinking.

Children and staff share a warm and affectionate relationship. Each child has a key person who knows them extremely well, and successfully supports their learning and development. This contributes in the promotion of their welfare, which helps the children to feel self-assured. Children have an excellent understanding about how to remain safe when engaging in everyday activities. They use tools with skill and dexterity when creating models from play dough. The children have a wealth of opportunity to learn about how to lead a healthy lifestyle, such as growing their own fruit and vegetables. They make healthy choices about what they eat and drink, although they do not help prepare the snack. Older children demonstrate meticulous hygiene practices, with the younger ones receiving a gentle reminder from staff. For example, when washing their hands when appropriate. Children are extremely active and freely access the outdoor play area, where they learn about the benefits of exercise.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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