

Egerton Playgroup

Inspection report for early years provision

Unique reference number	315991
Inspection date	12/12/2011
Inspector	Linda Shore

Setting address	c/o Egerton CP School, Cox Green Road, Egerton, Bolton, Lancashire, BL7 9RE
Telephone number	01204 305 665
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Egerton Playgroup has been operational since 1998. It is run by a registered charity and operates from a single storey purpose built building adjoining Egerton Community Primary School in Bolton. The nursery serves the local area and has strong links with the school. A large play area, quiet room and wet play area are available for the children. There is a fully enclosed covered indoor/outdoor area and shared access to the school playground.

The nursery opens Monday to Friday during term times offering sessional or full day care during the school week. Sessions are from 7.30am until 6pm. The before and after school club opens each weekday from 7.30am to 9am and 3.30pm to 6pm. The holiday club opens weekdays from 8am to 6pm during school holidays. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time, all 24 of whom may be on the Early Years Register. There are currently 45 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds.

The nursery employs 10 members of childcare staff. The manager holds a relevant honours degree, the assistant manager holds a relevant foundation degree and six members of staff are qualified to level 3. The setting also employs one trainee and one unqualified person. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as staff have an effective understanding of the Early Years Foundation Stage. Children's safety is of high importance and they are safeguarded extremely well. In the main, self-evaluation effectively identifies targets for improvement and the setting has a good capacity to maintain continuous improvement. Partnerships with parents are excellent and have a positive impact on outcomes for children's care and learning. Generally, good partnerships are formed with other settings, which bring about continuity of care for most children. Children's health and well-being is very well supported and all required documentation is in place and implemented effectively, ensuring the individual needs of all children are met.

What steps need to be taken to improve provision further?

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

- develop further the use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria

- ensure continuity and coherence by sharing relevant information with each other and with parents where children receive education and care in more than one setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected extremely well in the setting. Staff have a very good knowledge and understanding of the possible signs of abuse and know the correct reporting procedures to follow if they have any concerns, including allegations against staff or management. The setting has recently undertaken a detailed safeguarding audit to ensure children's welfare is assured. Robust recruitment procedures are followed and all staff have been appropriately vetted. Comprehensive risk assessments and daily checks to all areas of the nursery ensure risks are effectively minimised and that children play in a safe and secure environment.

Effective methods for self-evaluation are in place. Consequently, the setting is making good progress and further improving outcomes for children. However, this does not yet fully address all areas of provision. Staff are encouraged to develop their skills and knowledge by increasing their qualifications or attending training on a variety of topics, for example, safeguarding and leadership skills. The vision of the nursery is shared and staff are included and given responsibilities for different areas, for example, key persons take responsibility for resources and planning to bring about significantly enhanced opportunities for children. Resources are deployed well, providing children with an environment in which they have choice and independence in the activities they select. The outdoor environment is shared with the school and provides children with a broad range of play and learning opportunities in all weather. In wet, windy weather they particularly enjoy jumping in puddles and constructing water channels with pipes and guttering, appropriately dressed in splash suits and wellington boots. Children with special educational needs and/or disabilities are well supported by staff because they gain good information to meet their needs. Staff also develop varied and imaginative strategies to support children. For example, they use personalised picture cards to support children with communication difficulties.

Good partnerships exist with other providers, such as local nurseries and childminders and health professionals. However, some opportunities are missed to exchange information with reception class teachers for children in out of school club. This means that continuity of care for some children is less well promoted. Comprehensive information is provided for parents, through newsletters, notice boards, daily discussions and the learning together project. Partnership with them is highly effective and they have excellent opportunities to be involved in their children's learning and development. For example, through the 'learning together' project where parents pass on information from home, which is celebrated and incorporated into planning at playgroup.

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

Staff have a very good knowledge and understanding of the children's individual needs. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what children can do and these observations are consistently used to plan for children's individual next steps in learning.

Children are keen to learn and freely move around selecting activities, which interest them. They develop their imagination well, with a wide range of role play opportunities, such as the Christmas cafe and indoor den. They have lots of opportunities to be creative. They enjoy painting, playing in sand, water and making collages. Children develop a sense of self and make strong relationships due to the good key person system. They learn to take responsibility for managing their own needs, accessing toilets and drinks and fruit as required. Communication is fostered very well by staff who talk to children clearly and at their level. They ask open ended questions to stimulate discussion during 'learning together' time. As a result, children share their news confidently with encouragement and celebration. Children are developing awareness that marks have meaning as they recognise letters, displayed at their height and see labels on everyday objects, such as the kettle in the cafe. Children have lots of opportunities to learn about the wider world and different cultural festivals, including making clay Divas to celebrate Diwali.

Children's physical development is well promoted. They competently dance, jump and swing, run and climb indoors and outside because they have free flow access to an enclosed, covered outdoor space. Children develop good problem solving skills. This is because they count through daily activities and consolidate concepts, such as wet and dry as they 'paint' the stone wall outside and observe the colour change.

Children have excellent opportunities to learn about being healthy. They enjoy a well-balanced diet, which is freshly cooked in the school kitchen everyday. Healthy snacks are offered, including fruit and toast. Fruit is available throughout the day allowing children to learn about making healthy choices in response to the needs of their own bodies. They learn the importance of washing as staff talk to them about germs making them ill as they wash their hands after toileting, messy play and before eating. Children demonstrated how this has become an integral part of their lifestyle and routines by asking if they should 'wash the germs off' first when staff said it was dinner time. They have free flow access to fresh air in a stimulating outdoor environment in any weather, allowing children to learn about making healthy choices. For example, they are very keen to be outside and put on appropriate wet weather clothing before running enthusiastically into the playground.

Children feel very safe due to a highly effective key person system. Children settle very well and develop extremely secure relationships, confidently approaching staff for a hug and being happy and smiling. Children are very familiar and comfortable

in the environment. They move freely and confidently between activities and know their environment very well. Children learn boundaries and good behaviour through effective behaviour management. For example, after inappropriate incidents staff take children to one side and explain why their actions are not acceptable and how other children may be feeling. Children are taught respect for each other and themselves and as a result, are developing good self-esteem.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----