

St Matthew's Playgroup

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 Matthew's Playgroup was registered in 1997. It operates from a large single storey pre-fabricated building, offering two large playrooms with toilet and kitchen facilities adjacent. It is situated off the grounds of St. Matthew's Primary School in Chadderton, Oldham. The playgroup is managed by a committee made up of parents. The playgroup operates term time only from 8.45am to 3.45pm, Monday to Friday and offers a breakfast club from 8am.

All children share access to a secure enclosed outdoor play area. There are currently 44 children aged from two to four years on roll. Children come from the local community and surrounding areas. The playgroup employs eight staff on a full-time and part-time basis. All of these staff hold appropriate early years qualifications and work directly with the children.

The playgroup has also received a quality assurance 'Quality for All' award. The setting is currently registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and are building secure relationships. The dedicated staff working with the children promote many aspects of the children's welfare and development. Parental support is strong and parents say that they are very happy with the provision. The children are happily engaged and occupied in a broad range of stimulating play activities and experiences. Risk assessments are not signed and need to cover everything that children may come into contact with to ensure the safety of children at all times. The systems for self-evaluation help monitor the service provided and identify key strengths and areas for improvement. The information about parental responsibility and emergency medical treatment is not kept for all children; potentially meaning significant information is missed.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure information is obtained about who has legal contact with the child; and who has parental responsibility for the child. Gain parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 19/01/2012
- maintain a record of the risk assessment clearly stating when and by whom it was carried it out 19/01/2012

(Documentation).

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

- improve the systems for conducting risk assessments to cover anything with which the children come in contact.

The effectiveness of leadership and management of the early years provision

Staff are knowledgeable about safeguarding policies and have effective procedures in place to manage any concerns that they may have about children in their care. Most of the required documentation is available; however, as the setting is in the process of updating their child application forms information is missing from some applications regarding emergency medical treatment and parental responsibility. Potentially, this could compromise children's welfare and is a breach of the welfare requirements.

The leadership and management of the provision is good. The recommendations from the previous inspection have been successfully implemented, which together with regular self-evaluation and ongoing staff training, demonstrates a commitment to continuous improvement. This has a positive impact on children's overall well-being and safety.

Staff are appropriately trained and qualified for their respective roles and the ratio between adults and children meets statutory requirements. The nursery is effective in ensuring all children are well integrated. Welcome signs in a range of different languages, symbols used on information displays and positive images in play materials help to raise children's awareness of diversity and create a sense of value for all. Practitioners have a good knowledge of strategies to support all children's learning and to promote equality. Children's achievements are supported by well-established partnerships with other organisations and services. For example, speech and language therapists and psychologists help staff to meet additional needs.

Risk assessments are undertaken and daily checks carried out covering a range of areas such as, water play, outdoor area, and bathrooms. However, a record of who carries them out is not kept and some hazards have not been identified. The risk assessments need to include everything children come into contact with and need to be signed in order to keep children safe.

The good liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The playgroup places great value in ensuring that parents are warmly welcomed and have a say in the care and well-being of their children. They are encouraged to share what they know about their child when they first start at the setting. This helps staff to have a good knowledge of each child's background and needs so they can plan appropriate activities.

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

Monitoring, evaluation and assessment systems are linked to children's progress and individual development is good. Opportunities are frequently taken through observations and discussions to identify the next steps required for individual children to move their learning forward. Children are cared for in a safe and stimulating environment where their individual needs and interests are considered and met. There is a balance of planned, purposeful play incorporating adult-led and child-initiated activities. As a result, children are confident, active learners with good concentration skills.

Children's good health is promoted well. They have continuous opportunities to play outside where they benefit from fresh air. The outdoor area offers painting, a bug area, sand and water as well as flour where children explore making marks. The availability of drinking water ensures children can refresh themselves when needed. The children are offered healthy snacks such as carrots and cheese during each session in order to promote a balanced diet.

Resources are stored at child height enabling the children to freely access toys, which helps them to initiate their own ideas and to develop independence. Staff deploy themselves appropriately and they support the children in their play and learning. They share warm relationships with the children, who are happy and settled in their care. The children develop a sense of belonging as they move around with ease and they are able to make decisions as they choose what to play with. The children have opportunities to express their own thoughts and ideas using creative materials.

Children are developing good communication and literacy skills. This is because staff use a variety of methods to promote new vocabulary and introduce books. The staff also provide children with support to learn basic computer skills such as controlling a mouse to use a computer program. This provides the basis for future skills that can be used through all areas of learning.

Children behave well and develop high levels of confidence, self-esteem and self-assurance as a result of warm, trusting relationships with staff. Behaviour is good as children respond positively to instructions. They are polite and discuss issues regarding their play, as they learn to manage their own behaviour.

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