

Oakenshaw Pre-School 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

Oakenshaw Pre-School Playgroup is run by a voluntary committee and was registered in 1997. It operates from premises at St Andrews church hall in Oakenshaw, on the border between Bradford and Kirklees. The playgroup serves the local areas and has strong links with local services. It is accessible to all children, and there is an enclosed area for outdoor play.

The playgroup opens Monday to Thursday term time only. Sessions are from 9.00am to 1.15pm except for Thursday, when the session ends at midday. Children are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register. There are currently 22 children registered who are in the early years age range. 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 6 members of childcare staff, 4 of whom hold qualifications at level 3 or above. One member of staff has a degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as individuals and are provided with a good range of activities, which support their learning and development needs well, ensuring they make good progress. Children are well-settled, safe and secure, and they really enjoy their learning. They are cared for in a well-organised environment with a wide range of resources, and required documentation is all in place. Effective partnership with parents and other agencies, as well as the extent to which children achieve and enjoy their learning, are particular strengths of the setting. Informal self-evaluation is good, and senior managers are concentrating on staff training and future developments so the setting continuously improves the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop children's opportunities to become aware of, explore and question disability issues
- develop further the involvement of parents and children in self- evaluation as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and extensively protected in the setting because all staff have an excellent knowledge of local safeguarding procedures. Furthermore, the senior managers ensure staff keep up-to-date with their training about keeping children safe, with ongoing liaison from the local authority. The manager is well informed about child protection and has the appropriate contact details available should she be concerned about a child. All staff are suitably vetted, and the Chair of the Committee ensures staff knowledge and practice is kept up-to-date. Children are kept very safe because staff are consistently vigilant and supervise the children well. Policies and procedures are openly available for parents and carers. Risk assessments are regularly reviewed and daily checks to indoors and outside are comprehensive. This means all children are well protected when using equipment and resources such as the bicycles, the trampet, and regular trips. Children are further protected because the setting keeps good records including accident, fire safety and attendance records.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning through their detailed observations and assessments. They are constantly improving planning arrangements to ensure that children achieve excellent outcomes across the board. The environment is well organised with attractive displays of a variety of children's work. There is a good range of exciting resources for children to choose from, including technological toys such as a laptop computer. Children choose what they would like to play with and can reach many resources for themselves, such as books or the home corner and can move freely into the outdoor area. This means that they are able to thrive and make good progress in their development.

The senior management team are aware of the setting's strengths and weaknesses, although the approach towards self-evaluation is informal. They have started to reflect on their practice, although systems are not yet fully developed to reflect the views of users, such as children, parents and carers. They plan to further develop the outdoor area and continuously improve their planning to a comprehensive and high standard. They have addressed previous recommendations promptly and effectively. For example, they have implemented improved hand-washing routines, which means children are learning more about being healthy.

Staff form highly valued working relationships with parents and carers through the use of a key-worker system. Parents report their children settle really well and are very happy. They can see rapid signs of progress in learning and development. Each key worker obtains useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are comprehensively met. They share important information about their child's starting points and progress. This means that parents are actively involved in their child's learning, and each child is systematically supported in making progress towards their early learning goals. Relationships with other provisions and professionals involved with the children are

extensive, particularly at transition times and for children with special educational needs. This contributes significantly to supporting children's welfare and learning. For example, speech and language therapists can come into the setting and agree strategies to improve communication until such great improvement is noted that support is no longer needed by the child. Staff offer very sensitive and caring support to children who have special educational needs and/or disabilities. However, children have fewer opportunities to recognise and value the unique qualities of others, and to explore positively the lives of disabled people. This hinders their ability to develop a good understanding of disability.

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

Children really enjoy being in this setting and are delighted with their learning. They are familiar with and secure in its routines because staff know them really well and are rigorous in meeting their needs. Children are able to move freely and safely around the setting because the staff ensure their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good health is promoted effectively. They readily wash their hands before a snack because good hand-washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as cottage cheese on their buns when they bake and crackers at snack time. Children are able to get out in the fresh air every day. They are developing good physical skills in running, jumping and hopping because they make use of a variety of resources. For example, they can play hopscotch, use the climbing frame with slide, throw and catch, and use other equipment to test and challenge their physical skills.

Children are making good progress towards the early learning goals because the staff plan activities meticulously around their interests and needs. They regularly observe what they can do and record their progress clearly and systematically so that what they need to do next is increasingly identified. Children are developing excellent, confident language skills, and staff pay good attention to increasing their phonic awareness. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. They listen attentively to a story and relate this to their own experiences. Staff ensure that connections are made across each activity to other curriculum areas. For example, while they read, they count the snails in the book up to 15. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with paint, and they identify shapes they know during their everyday activities. They can count ably beyond ten and enjoy recognising shapes in the jigsaw puzzles. Children have many opportunities to solve problems through everyday situations or to play with new ideas. For example, they are supported extremely well in making their train track so that they solve problems to make the track design their very best. This means that their ability to think critically and ask questions is developed exceptionally well. Staff promote children's knowledge and understanding of the world through a variety of activities, such as making cakes, using play dough and playing with small world figures. They also promote

personal, social and emotional health very well, with children assigned as monitors for activities such as snack time. This encourages children's sense of responsibility and independence, as well as life skills and social skills, very well indeed. Children are also gaining good skills in using technology as they access a variety of games and programmes via the computer. This means that children are also developing confident skills for the future.

Children behave well in the setting. This is because staff offer clear expectations and adopt a positive approach to behaviour. Children are learning about their own and other cultures and beliefs because they learn how to make and enjoy food from other countries, celebrate birthdays and festivals, such as Diwali, together.

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	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	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	1
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	1

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