

Christopher Robyns Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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.

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

Christopher Robyn's Playgroup opened in 1998. It operates from the Guide Hut in the Woodley area of Stockport. The premises consist of one main playroom, a separate kitchen and toilet areas.

The group is open five days a week from 9.30am to 1.30pm during school term time only. A maximum of 20 children may attend at any one time. There are currently 25 children on roll who are within the early years age range. Of these, three children receive funding for early years provision.

The group employs three members of staff who work directly with the children. Of these, two hold appropriate early years qualifications. The setting receives support from a local authority advisory teacher. The group is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from the well organised environment and committed staff. A key person system is in place so that children's individual welfare needs are met and some systems are in place to support children's progress. However, planning and some operational systems are not fully developed. Relationships with parents and carers have been established, but they are given few opportunities to contribute to their children's learning. The setting demonstrates a suitable capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- carry out full risk assessments for each type of outing (Safeguarding and promoting children's welfare) 07/12/2011
- keep a daily record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 07/12/2011
- keep a written record of complaints from parents and carers and their outcome (Safeguarding and promoting children's welfare). 07/12/2011

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

- develop further the two-way flow of information between staff and parents and carers regarding children's starting points and enable parents and carers to contribute and discuss their children's observations, next steps and

- planning
- improve the arrangements for observation, assessments and planning so they can be used on a regular basis to incorporate children's next steps and assist in providing challenging, learning and development experiences for all the children's needs.

The effectiveness of leadership and management of the early years provision

The proprietor and her team ensure children are safeguarded through their secure understanding of child protection issues and the procedures to follow in the event of any concerns. Effective recruitment procedures ensure children are only cared for by suitable adults. Systems such as induction and appraisal, assure the on-going suitability of staff. Entry to the setting is well monitored, which ensures children are kept safe. Children are further protected because the staff keep well organised accident and medication records. However, the registers of children's attendance do not show the children's individual hours of attendance; this is a breach of requirements. Detailed health and safety assessments are undertaken monthly. However, specific risk assessments for outings are not completed; this is a breach of requirements.

Children benefit as the small staff team are well established and work well together. Regular meetings and appraisal systems effectively motivate staff and enable the staff to evaluate provisions and make improvements. However, a written record of complaints and their outcome are not kept. This is a breach of requirements. Self-evaluation is a collaborative, regular progress involving all staff members. The setting has recently undergone some refurbishment and redecoration of the bathroom facilities. This has improved the promotion of good health of the children. The play room is well organised and resourced. Staff work hard to set up different areas of learning every day and are creative with the storage of equipment as the room is used by other community groups at other times. Some equipment is accessible to children and the temporary, secure fencing ensures children have opportunities to access the outdoor area every day.

Parents and carers speak highly of the approachable staff and how well their children settle. Notice boards, newsletters and daily verbal communication keep parents and carers informed of their children's daily routines. However, parents and carers are not fully involved in their children's learning and development as they are given few opportunities to contribute to or continue the learning opportunities and activities at home. Summaries of half-termly planning are displayed for parents and carers along with guidance about the Early Years Foundation Stage curriculum. Staff obtain basic information about each child at admission, such as dietary needs and likes. However, parents and carers are not given opportunities to share their children's starting points to help them to make progress towards the early learning goals. Staff are encouraged by the manager and proprietor to attend training to further develop their childcare practices and enhance their knowledge of the Early Years Foundation Stage.

The staff encourage an inclusive environment which makes parents and carers

and children feel secure and welcome. Currently, there are no children with special educational needs and/or disabilities but staff have experience of working with other agencies, such as, speech and language therapists, to support children's needs.

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

Children are cared for by a friendly and attentive staff team. They enjoy their time participating in the range of resources available to them. Staff engage in children's play and ask the children questions to encourage their thinking. Children quickly develop a sense of security and belonging because the staff are careful to meet their needs. Children are able to move freely and safely around the setting because staff ensure the environment is safe. Children are beginning to manage some aspects of their own safety as they are encouraged and supported to behave in ways which are safe for themselves and others. They participate in monthly emergency evacuation practises and these ensure that they know and understand what to do in the event of a fire.

Children's good health is promoted by the setting. They wash their hands before snack and use antibacterial hand gel before eating. They learn about making healthy choices at snack time as they are offered a variety of fruit, vegetables and wholemeal toast. Children bring their own packed lunches to the setting and staff ensure that the content is appropriate and that children eat their deserts last. Children develop their self help skills. They make choices about what they would like to eat at snack time, pour their own drinks and independently fasten their lids onto their drink bottles. Children are developing good physical skills as they use a variety of resources. For example, children can climb up and through the mobile, folding climbing frame which can be used both indoors and outdoors. They jump and hop in and out of hoops and throw bread over the fence to feed the birds. Children now have daily access to outdoor play through the owner's use of a temporary fencing system.

Staff observe children and collate their findings as they track children's progress in relation to the Early Years Foundation Stage. However the planning does not link to the observations. Children's next steps are not identified to ensure that they are fully challenged in their learning and development and that their individual interests are identified and extended. Children are developing good language levels. They enjoy looking at books and use puppets to bring stories alive. They confidently use the toy mobile phones to have pretend conversations with their Mum or Nan. Children can freely make marks using a variety of media, such as, chalks, pencils, crayons, and their fingers in paint and sand. Children learn mathematical skills as they sing songs, order Russian dolls and measure each others heights. They engage in creative activities as they mix glitter, coloured rice and lentils into Play-Doh and use glue and glitter to make snowman pictures. A wealth of photographs are displayed around the setting which, not only informs parents and carers about the activities that their children have been doing but, also creates a sense of belonging and helps the children feel valued.

Children are well behaved in the setting. They are beginning to learn about their own and other cultures as they decorate the Christmas tree and use chopsticks to eat noodles for Chinese New Year. Children are beginning to make sense of the world as positive images and resources are displayed around the setting.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 07/12/2011
- keep a written record, for a period of three years, of complaints including the outcome of the investigation and the action the provider took in response (Procedures for dealing with complaints). 07/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 07/12/2011
- take action as specified in the compulsory Childcare section of the report (Procedures for dealing with complaints). 07/12/2011