

Boothstown Playgroup

Inspection report for early years provision

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| Unique reference number | EY434832 |
| Inspection date | 09/03/2012 |
| Inspector | Alec Smith |

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| Setting address | St. Andrew Primary School, Vicars Hall Lane, Worsley, MANCHESTER, M28 1HS |
| Telephone number | 07872481279 |
| Email | cobaltjo@hotmail.co.uk |
| 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

Boothstown Playgroup was registered in August 2011. The setting is run by a private provider. It operates from two rooms within the grounds of Saint Andrew's Primary School in the Boothstown area of Worsley in Salford. There is a fully enclosed outdoor play area.

The setting is open each weekday from 9am to 3.15pm during school term times only. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register may care for a maximum of 30 children at any one time. There are currently 73 children on roll. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five members of staff. All of these hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the caring environment and warm atmosphere provided by staff that are motivated to achieve the best for children. Children make good progress in their learning because teaching is rooted in a comprehensive understanding of the needs of children and, in the main, they plan activities to ensure that their individual needs are met. The setting works exceptionally well with other Early Years Foundation Stage providers who share children's care to ensure outstanding continuity of care for children. They support children with special educational needs and/or disabilities and children who speak English as an additional language to a good level. Comprehensive self-evaluation processes are in place to ensure effective improvement in well-chosen areas. All required documentation is in place, monitored and effective in practice.

What steps need to be taken to improve provision further?

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

- identify children's starting points and strengthen the links between planning and assessment systems to clearly show how their individual next steps are to be planned for to offer sufficient challenge and maximise their learning.

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.

These are shared with parents through detailed welcome packs, and policies are shared through out the nursery. Comprehensive systems ensure staff are suitably checked and qualified for their role. The manager places a strong emphasis on ensuring the setting is safe for all through detailed and regularly reviewed risk assessments.

Staff fully understand the Early Years Foundation Stage and use this effectively to support children's learning. The management team place a high priority on ensuring staff are well trained and up-to-date with new developments. The environment gives all children a wide range of activities to choose from both inside and outside. For example, all areas are well organised, with resources visible to children and at child height so they can easily access resources. The manager works closely with all staff to evaluate and monitor their practice. They have set themselves comprehensive targets to have the biggest impact on children, such as, continuing to further develop planning and assessment systems in place.

The setting forms purposeful relationships with parents and carers. There are a broad range of systems in place to share children's progress, such as, one-to-one meetings with parents and sharing learning journeys. Parents are regularly invited to add their own ideas to activities planned for children by their key workers. The setting is highly committed to working with other providers and takes a lead role in establishing exemplary working relationships. For example, teachers from the local school are invited to visit and find out more about the children that will attend their school. This ensures that continuity of care is given a high priority and children and parents are supported through transitions.

The setting provides good support for children who have special educational needs and/or disabilities. For example they work closely with outside agencies such as speech and language therapists and parents to support children's progress. Staff work continuously towards making sure that they are inclusive and ensure that children are introduced to a wide range of different cultures. For example, staff teach children about Chinese New Year through food tasting and role play activities and resources in the home corner.

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

Children settle quickly in to the setting and feel safe and secure in the environment. This is because the staff get to know children really well though the effective use of the key worker system. Children move around the setting safely because staff have given children clear boundaries and ensured the setting is safe through effective risk assessments and checks. For example, children are reminded to walk when inside and understand that it's because they might cause an accident if they bump in to someone. Children learn how to be safe outside the setting as staff arrange visits from the local police who talk to them about safety and how they help them.

Children have good opportunities to learn about healthy lifestyles. Children take part in a number of activities to learn about foods that are good for them and

make their own choices at snack time, supported by staff who encourage children to try different foods. Before lunch and snack children are encouraged to wash their hands with reminders, such as posters, to support them. This means they are learning effective hygiene routines. The setting places a high emphasis on ensuring children have access to outdoor provision and they enjoy the wide range of activities outside, such as, riding bike and making obstacle courses which develops their gross motor skills.

Children make good progress towards the early learning goals as staff regularly observe children and are beginning to track their progress and identify starting points. Interesting activities are planned for children that are focused on children's next steps. However because these systems are not fully developed this means that there is not always sufficient challenge. Children develop their gross motor skills for writing by mark making outside using paintbrushes and water on dry surfaces, as well as practicing letter like shapes inside using chalks. Children develop effective problem solving skills through a wide range of activities. They use boxes and tape to make their own 'bat cave' and discuss ways to make it taller, such as, putting it on top of steps. They develop their understanding of number when they work together with adults to complete number puzzles and put them in the correct order. They enjoy finding out about the world around them by exploring how they can make cars go faster down a slope in the play garage. Children use a range of age appropriate technological equipment, such as, small hand held computers to explore phonics and number, which also supports them to develop their technical skills.

Children are well behaved and ready to learn in the setting and are encouraged to be independent at lunch and snack times. They help to pour their own drinks and spread cheese on the toast themselves. During activities children explore their own ideas. For example, children use a selection of resources including pipe cleaners, paper, glue and pom-poms to make their own puppets in the creative area. Children learn about their own and other cultures through a well-organised and broad range of activities and resources, such as reading 'Handa's Surprise', trying the different fruits from the story and talking about the country that they come from.

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

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| 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

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| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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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