

Bristowe Street Playgroup

14 Bristowe Street, Clayton, Manchester, Lancashire, M11 4LW

Inspection date

22/10/2012

Previous inspection date

12/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are enthusiastic and motivated and demonstrate the characteristics of effective learning.
- All staff have a good understanding and awareness of how young children learn which ensures that all children make good progress in relation to their starting points.
- Effective planning provides children with a broad range of interesting and stimulating activities that engage children and builds on their individual interests.
- Children's personal, social and emotional development is given high priority to ensure that they are well-equipped with the skills they need for future learning.

It is not yet outstanding because

- Information gathered from parents prior to entry into the setting is not precise enough to enable staff to have detailed picture of their starting points.
- Systems for monitoring staff are not sharply focused and the programme of professional development is not consistently targeted to ensure that the provision continues to improve good practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the three indoor play room areas.
- The inspector looked at all relevant documentation, including planning, observations, assessments and a selection of policies and procedures.
- The inspector held discussions with the deputy manager at appropriate times throughout the inspection.
- The inspector took account of the views of two parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Bristowe Street Playgroup is a registered charity managed by a committee and was registered in 1993 on the Early Years Register. It operates from a converted detached house in the Clayton area of Manchester. Children have access to three base rooms and an enclosed outdoor play area. There are currently 16 children aged from two years to under five years on roll, who attend for a variety of sessions. The setting is open Monday to Friday from 9.15am until 11.45am, during term time only. Three members of staff are employed, all of whom hold appropriate early years qualifications at level 3. The setting

provides early years funding for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider ways to include more detailed contributions from parents to the initial assessments of children, prior to entry into the setting, to ensure staff have additional information about children's starting points
- develop further the systems for staff monitoring and implement a targeted programme of professional development to ensure continuing improvement of good practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are eager, enthusiastic and motivated to learn as they enter this good quality setting. Their learning is significantly enhanced by skilful, experienced staff, who have a secure knowledge of the Early Years Foundation Stage and how children learn. The environment is well organised into areas of continuous provision linked to the seven areas of learning to ensure children have access to a broad and balanced curriculum. Purposeful and developmentally appropriate activities and experiences are carefully planned to meet the individual needs of all children. There is a strong focus on helping children to acquire communication and language skills, supporting physical and personal, social and emotional development in order to progress in their learning from their starting points. As a result, children are well prepared for school and their next stage of learning. For example, children are independent and confident as they select resources they need to make their collage picture and help to tidy up.

Staff develop children's communication and language skills and challenge children to think through the use of regular conversations and effective questioning techniques. For example, staff ask children how they can make their model taller and what materials they need to use. Children who speak English as an additional language are well supported by staff who model single words and name objects to develop their English vocabulary. Children's understanding of language is further developed by the use of signs and symbols, such as the visual timetable and the looking and listening pictures at circle time. Children whose starting points are below those of other children in some areas are well

supported and assessments clearly show that the gap is narrowing. Staff help children to socialise and understand and respect the feelings of others, through clear explanations of how to behave, take turns and share. This results in children beginning to understand how their actions affect others.

Children are provided with a wide range of opportunities to develop their physical skills. They learn to balance and coordinate their bodies as they use climbing equipment outdoors and develop their small muscle control as they use scissors and mark making equipment. The designated maths area provides children with resources and materials to develop their understanding of numbers, shape space and measure. For example, children think critically and creatively as they work out which pieces of cake will balance on top of each other when building a graded tower. They use mathematical language, such as big, bigger and small, smaller. Literacy skills are promoted well, children learn to recognise their name when self-registering, finding their name and sticking it on to the wall. Children enjoy using writing implements and are beginning to ascribe meaning to their marks, such as 'Look, that says my name'. They learn about the world around them through investigating the seasons and weather. Children are involved in gathering resources for the autumn table, such as leaves, conkers, fir cones and woodland animals. Their knowledge is consolidated through non-fiction and fiction books which explain about the changes of nature in autumn. They use their imagination when participating in role play in the home corner as they make cups of tea and toast for each other.

Staff consider children's individual interests and needs when planning continuous provision areas and adult-led activities, based on their knowledge of children's prior learning. Staff complete accurate and precise observations and assessments of children and use these effectively to plan suitably challenging activities. Parents provide staff with some information of children's starting points on entry which relate to their children's communication skills, likes, dislikes and interests. However, information shared about children's stage of development is less well established to ensure staff have a detailed picture of children's all round development prior to entry. The key person system is well-embedded and supports engagement with all parents. Close relationships with parents ensure that they are confident to speak to staff about their children and ask for help and advice. Parents contribute to children's learning by adding comments to the home/setting book and talking to staff about their child's learning and development at home.

The contribution of the early years provision to the well-being of children

Children clearly understand how to keep themselves safe and healthy in the stimulating environment that promotes their learning and development. Key persons are skilful and sensitive and fully support children to form strong, secure, emotional attachments which provide a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the broad range of activities and resources on offer. Children initiate their own learning through exploration and investigation and staff use their skills and knowledge to challenge their thinking further. Children's good health and self-care is promoted through using the bathroom independently, and washing their hands before foods and after using

the toilet. They enjoy a variety of nutritious snacks and learn about the importance of healthy food and exercise and fresh air. They develop independence and social skills as they help each other with tasks. Snack times are social occasions when children chat with friends and staff about their home and family and where they went at the weekend.

Staff provide consistent clear boundaries to promote children's positive behaviour and as a result, their behaviour is good. They cooperate and collaborate in their play taking turns and sharing fairly. They give high priority to keeping children safe within the setting. Detailed risk assessments and security procedures ensure children can develop and learn in a safe and secure environment. Staff provide appropriate support to prepare children for their transitions to other settings and their next stage in learning. They make links with the feeder nurseries to ensure reception class teachers are fully informed of their developmental needs prior to entry.

The effectiveness of the leadership and management of the early years provision

All staff are fully committed and motivated to further develop the quality of provision and practice and outcomes for children. Priorities for improvement are clearly identified through the self-evaluation process to ensure capacity to sustain improvement. For example, evaluation of a recent outing identified the potential of the experience to further develop children's communication and language skills. This resulted in staff deciding to plan more visits in the local environment. The manager clearly recognises strengths and weaknesses of the provision which are documented on the self-evaluation form. All recommendations and actions from the last inspection have been successfully addressed, for example, an additional member of staff was employed to ensure children are continually supervised and staffing arrangements meet the individual needs of all children.

The process for observation, assessment and planning is well-established and effective to ensure staff have an accurate understanding of children's skills abilities and progress. Regular discussions at staff meetings and monitoring of children's progress ensure that all children are achieving within their expected levels of development. Children who need targeted support in some areas of learning are consistently observed and closely monitored to ensure that appropriate interventions are sought if necessary. The manager has a good overview of the curriculum through monitoring of the provision and practice to ensure that children are provided with a broad range of experiences to help them successfully progress towards the early learning goals.

Staff place a strong focus on their responsibilities to keep children safe. They have a good knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures for safeguarding, recruitment and selection and risk assessments. Staff are aware of what to do and who to contact if there are any safeguarding concerns. All staff have completed safeguarding training and continue to access training in this area to ensure their knowledge and understanding is kept up-to-date. Staff are totally committed, dedicated, and passionate about their work with children. Regular staff appraisals and one-to-one supervisions ensure that training needs

are clearly identified. The manager and staff have made close links with other providers in order to share their knowledge, expertise, experience and good practice. However, the system for monitoring staff and the implementation of a programme of professional development is not consistently targeted or sharply focused, in order to ensure that the already good practice continues to improve.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	500027
Local authority	Manchester
Inspection number	819289
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	17
Number of children on roll	16
Name of provider	BRISTOWE STREET PLAYGROUP
Date of previous inspection	12/05/2009
Telephone number	0161 220 9895

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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