

Park Road Playgroup

Friends Meeting House, Park Road, SALE, Cheshire, M33 6WX

Inspection date

26/10/2012

Previous inspection date

30/03/2009

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

- Practitioners have a good knowledge and understanding of how each individual child learns best and plan activities in line with their interests to support and enhance their learning.
- Children make good progress in their learning from their starting points and are well prepared for their transition to school.
- Key persons support children and their families in developing strong attachments, which ensures that their personal, social and emotional needs are fully met. This supports children in gaining confidence and feeling secure when leaving their parents care.
- Practitioners have a good understanding of the individual children's care needs, which they respond well to. Children's sense of security and emotional well-being are well developed due to the warm relationships they have with practitioners in the setting.

It is not yet outstanding because

- Opportunities for children to develop their self-care and independence skills at snack time, by selecting and serving snacks themselves, are not fully explored.
- Resources are not always well-labelled to support children in making choices about what they would like to play with.

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 main play room area and the interactions between staff and children.
- The inspector checked documentation, including assessment records, evidence of suitability and qualifications of practitioners working with children and the setting's self-evaluation systems.
- The inspector held a meeting with the manager of the provision.
- The inspector took account of parents and carers spoken to on the day and from information about self-evaluation.

Inspector

Melanie Allen

Full Report

Information about the setting

Park Road Playgroup was registered in 1966 and is managed by a voluntary management committee. The playgroup is registered on the Early Years Register. It operates from an upstairs room at the Friend's Meeting House, Park Road, Sale. The nursery serves the local area and is accessible to all children. No lift access to the first floor is available. There is a fully enclosed area available for outdoor play.

The nursery employs five members of child care staff. Of these, all five hold appropriate early years qualifications at level 3. The playgroup receives support from Trafford local authority. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 35 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further opportunities for children to develop their self-care and independence skills at snack time by selecting and serving snack themselves
- support children in self-selecting activities of their choice, for example, by including picture labels on resources alongside the words.

Inspection judgements

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

Practitioners know individual children well and their knowledge is further enhanced through effective observations. This enables them to interact effectively with children and plan appropriately to support children's learning and development. As a result, children make good progress in their learning in relation to their starting points and capabilities. Children are happy to explore the environment, engaging in activities whilst reassured that an adult is close by. Practitioners move around the setting, joining in with groups of children to develop their skills in all areas of learning, especially in the prime areas of communication and language, physical and personal, emotional and social development.

All children are encouraged to form effective relationships with their peers and the adults within the group by joining the whole group for circle time activities. This allows the more confident children to become good role models for the group. Practitioners are able to offer sensitive support to all children, including those who have special educational needs and/or disabilities. An effective equal opportunities policy is in place that underpins effective practice and supports the setting in being inclusive. Individual children with identified needs are included fully in the setting, without being singled out as different. Practitioners work with families and outside agencies to ensure individual children's needs are met in the most appropriate way. The setting is also able to support children who have

English as an additional language. Practitioners work with families to share key words and appropriate resources that will help to support the child's first language within the nursery environment.

The indoor environment is well organised into the areas of learning. Some resources are easily available to children to enable them to self-select activities, however, the labelling of resources does not fully support children in being able to identify and select activities that interest them. Children access the outdoor environment as a whole group and benefit from the large secure garden which surrounds the building. Experiences and activities are planned for within the outdoor environment, alongside the large equipment that the children can use. Children's communication and language skills are supported during circle time activities and practitioners also use sign language at singing time to support children's communication skills. Mathematical language is also used in children's play, for example, whilst children build towers to knock them down they talk about shape and number. Practitioners support all children well in developing new skills, which helps them to develop a positive attitude towards their next stages of learning and prepares them well for the transition to school.

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

All children are warmly welcomed into the safe and caring environment. Practitioners work closely with parents to find out about their child's routines, likes and dislikes and as a result know the children well. In this small setting, children are able to form good relationships with all adults so that they feel secure, even if their own key person is not present on a particular day. Children are developing confidence within their environment and with adult support seek to do things for themselves. Children are developing their awareness of their own feelings and the feelings of others, and practitioners are positive role models to this.

Children are encouraged to learn about the importance of personal hygiene and good health and wash their hands before snack and after they have used the toilet. A healthy snack is available every session, however, opportunities for children to develop their independence are not fully enhanced as snacks are served by an adult rather than children being able to self-serve. Children are developing their self-help skills and put their own coats on before outdoor play. They enjoy their time in the surrounding gardens and use the natural environment to support their learning. For example, using the fallen leaves on the gravel path and grass to explore which surface makes the most noise.

Children are well cared for by first aid trained practitioners who have the appropriate skills and knowledge to deal with minor accidents. The required documentation, in relation to accidents and incidents, is well-maintained and ensures that parents are effectively informed. Appropriate safety measures are in place to protect children around the setting and children are closely supervised at all times.

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

The manager and practitioners work well as a team to implement the learning and development requirements of the Early Years Foundation Stage. They make accurate assessments of children's learning and use this information to plan for children's next steps. As a result, children make good progress in their learning and development. Practitioners have a good understanding about safeguarding children and clear procedures are in place should a concern arise. Risk assessments are completed which ensure that the environment is safe for the children to explore freely and safely. Sound recruitment procedures are in place to ensure practitioners are vetted and suitable to work with children.

Partnerships with parents and carers are positive and this is evident by the number of siblings that currently attend the setting. There is a regular exchange of information, from verbal feedback to a parent's information board in the main hallway. Parents are complimentary of the setting and shared at the inspection that they knew who their child's key person was and that all practitioners were approachable to discuss any worries or concerns with. Parents are invited to join the parent helper rota, in order for them to experience first-hand how the setting supports their child's development and how they can further support children's learning at home.

The manager uses a 'Quality Improvement Support Programme' audit tool alongside the self-evaluation form to review and reflect on the provision and practice on a regular basis. Parents and practitioners are fully involved in the self-evaluation process and their views are respected. Support is also given by the local authority, to identify areas for improvement and enhance provision further. Practitioners are encouraged to continue and enhance their professional development through additional training, annual appraisal and ongoing team support.

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

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	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	318677
Local authority	Trafford
Inspection number	819099
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	35
Name of provider	Park Road Playgroup
Date of previous inspection	30/03/2009
Telephone number	07926078766

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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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