

Old Moat Playgroup & Out-of-School Club

Old Moat Community Primary School, Old Moat Lane, MANCHESTER, M20 3FN

Inspection date	05/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The staff team are very enthusiastic and work well together. They provide a welcoming and well-resourced environment which encourages children to be inquisitive, active and independent learners.
- Children are relaxed, happy and confident within the group. They are eager to participate in a wide range of activities and as a result, they make good progress in their learning and development.
- Staff have a sound understanding of the Early Years Foundation Stage and a secure knowledge of how children learn. A good balance of child-initiated and adult-lead activities ensures all children make good progress in relation to their starting points.
- Positive relationships have been established with parents and other professionals. This ensures children's learning and overall well-being is consistently supported and promoted.

It is not yet outstanding because

- Opportunities for children to practise self-help skills and consolidate their learning are not always fully utilised.
- Children have limited opportunities to climb to develop their larger muscles.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main play room, sensory area and the outdoor learning environment.
- The inspector spoke with the senior practitioner of the provision and members of staff at appropriate times throughout the observations and at the end of the session.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of practitioners working within the provision and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Kay Armstrong

Full Report

Information about the setting

Old Moat Playgroup and Out of School Club was registered in May 2012 and is run by a limited company. It operates from the community hub wing of the Old Moat Community Primary school. Children have access to three playrooms, associated facilities and an outdoor play area. The playgroup is open Monday to Friday from 9am to 11.30am and from 12.30 to 3pm, during term time only. Children may also stay for lunch between 11.30am and 12.30pm. The out of school group operates from 3.15pm to 5.30pm Monday to Friday, during term time.

The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 57 children on roll, of whom 38 are in the early years age group. Children attend from a local catchment area and the provision receives funding for free education for some two-year-olds and three- and four-year-olds. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are eight members of staff who work directly with the children. One member of staff has Early Years Professional Status and all other members of staff hold relevant childcare qualifications equivalent to level 3 or above. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review snack time arrangement to enhance and fully utilise all learning opportunities in relation to promoting children's self-help skills, such as serving themselves and pouring their own drinks
- provide more opportunities and resources for children to develop their climbing skills.

Inspection judgements

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

Children arrive at the provision with great enthusiasm. They are warmly welcomed by a staff team who have a good understanding of how to engage with children and how they learn best through play. Consequently, children are soon engrossed in a range of stimulating activities and learning opportunities. Teaching techniques are very effective and particular consideration is given to children with special educational needs and/or disabilities. The self-registration routine is successful in promoting children's awareness of the written word and they eagerly recognise and select their name label. This, together with an environment rich in text and a well-resourced book area, means that children soon learn that print carries meaning. Children's early writing skills are also well fostered through plenty of mark-making activities. For example, they enjoy drawing detailed pictures with felt tips and making marks with chalks on boards and on the ground outdoors. Timely intervention by staff maximises opportunities to further children's skills by demonstrating how to write the child's name on their work and encouraging them to imitate this in the future. The staff promote inclusive practice through the activities, procedures and use of resources. They are committed to ensuring that each child progresses to at least their expected level. Staff use different festivals to explore different cultures to allow children to gain an understanding of diversity within their community.

A particular strength of the provision is the good planning which encompasses all seven areas of learning. Planning has clear aims and objectives and these are rigorously carried out by the key person. For example, a matching activity provides an opportunity for the key person to assess children's knowledge of colour and whether they can recognise and match different sizes of 'snakes' and 'bears'. Children routinely use and understand mathematical language, such as, 'big', 'small', 'long' and 'short'. Children express themselves creatively as they make wonderful firework pictures using a variety of media and enjoy playing a range of musical instruments. Understanding of the world is promoted as children use a variety of interactive resources, such as, torches, cameras and remote control cars. This also promotes children's curiosity and as a result, they are becoming active learners. The well-resourced learning environment, organisation of the planning and a thorough understanding of child development helps to ensure that children make good progress with their learning and development. A good blend of adult-led and child-initiated activities to challenge children's thinking are provided by skilful staff who have high expectations of all children. This, together with the children's eagerness to learn, means they are developing good skills for future learning.

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

Children's personal, social and emotional development is well fostered by staff and thoughtfully planned activities. For example, there is a strong emphasis on children sharing toys fairly and taking turns. As a result, children are developing good social skills. They display high levels of confidence and self-esteem and show a strong sense of belonging within the provision. Children benefit from secure and trusting relationships with staff and the effective key person system promotes their feelings of security. The environment is welcoming and child-friendly. For example, children's creative work is displayed which effectively promotes their self-esteem and confidence.

Children learn about healthy lifestyles through activities and regular routines. Staff are

good role models and show children how to wash their hands properly, which minimises the risk of cross infection. Children are encouraged to eat healthy snacks. They really relish fresh fruits and raw vegetables at snack time and enjoy drinking water. However, some learning opportunities are not fully utilized at snack time. For example, staff do not use this time to consolidate children's learning and children have few chances to practise their self-help skills. Children generally have good opportunities to develop their physical skills. As they play outdoors they have fun. They enjoy riding bikes, running around and chasing each other, digging in sand and balancing on stepping stones which promote their coordination. However, they have few opportunities to climb in order to further develop their confidence, strength and agility. Children's fine motor skills and dexterity are developing very well. For example, they confidently use one handled tools, such as scissors and thread large beads on to laces.

Children are developing a good understanding of how to keep themselves safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, they are gently reminded to sit on chairs and not to climb on the tables. Staff offer consistent levels of praise and encouragement to ensure that children develop very good levels of self-esteem. Children's behaviour is very good and supported through an effective use of verbal rewards and good role modelling by adults. Children respond well when adults have high expectations of what they can achieve. This ensures they acquire skills appropriate to their age and their progress and that all children are prepared for future learning needs.

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

Children are effectively safeguarded because staff have a good knowledge of the issues surrounding child protection. They are aware of the procedure to follow if any concerns arise. The robust recruitment, vetting and induction arrangements in place ensure staff who are working with children are suitable to do so. All staff hold appropriate qualifications and are effectively deployed within the provision to ensure children are well cared for. Children's safety and security are paramount. Comprehensive risk assessments covering all aspects of the setting are maintained. Staff carry out safety checks daily which ensures children are able to play and explore in a safe environment.

Staff work well together as a team, they have a good understanding of their roles and responsibilities. They are effectively deployed to ensure children's overall well-being and learning. Children benefit from a fully inclusive environment. Staff are fully aware of children's learning styles and abilities, including those children who have special educational needs and/or disabilities and children who speak English as an additional language. As a result, all children are provided with good opportunities to make equal progress in their learning and development. Staff work closely with relevant agencies to ensure that children are well-supported in reaching their full potential. Staff performance is formally monitored through appraisals and informally through ongoing observations of their practice. All staff have access to ongoing professional development opportunities and training based on their identified needs to ensure their knowledge and skills are regularly updated. Systems to monitor the provision are developing well. Management use a variety of tools for self-reflection including seeking views from staff and parents through

questionnaires.

Staff have good relationships with parents. They keep them fully informed about their child's progress verbally and share their children's learning journeys with them regularly. Parents are also able to access the provisions policies and procedures which form the basis of the good practice. Staff have a good understanding of the importance of partnerships with other providers and settings, for example, local schools. This ensures that relevant information is used to support the ongoing learning and development of children when they leave the provision. Positive relationships with other agencies further promote continuity of care for the children particularly those with special educational needs and/or disabilities. Parents speak very highly of the provision and comment on the caring and friendly staff who are very supportive. They also say that their children are very happy, eager to attend the setting and enjoy a wide range of activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Not Met registration.
 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	EY448061
Local authority	Manchester
Inspection number	799590
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	57
Name of provider	Community-Minded Ltd
Date of previous inspection	Not applicable
Telephone number	07977516998

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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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