

# Cabbage Patch Playgroup and Preschool

St. Margarets School, Heys Lane, HEYWOOD, Lancashire, OL10 3RD

<b>Inspection date</b>	17/04/2013
Previous inspection date	04/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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 happy and confident in the setting. Key persons have a good knowledge of safeguarding procedures and how to maintain children's emotional well-being.
- Children make progress in their learning because staff provide activities which have good levels of challenge appropriate to their age and stage of development. Staff are enthusiastic in their work, which motivates children to interact and learn.
- The setting forms effective partnerships with other professionals and settings, to secure additional help that is needed to support children's welfare and learning.
- Parents are well informed about their children's progress through a variety of means, and the setting engages parents with their children's learning.

### It is not yet outstanding because

- Everyday routines, such as snack time, are not fully used in order to enhance children's learning and extend their independence.
- Children do not consistently access opportunities to take on small responsibilities which enhance their awareness of others around them, and the needs of others.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector had ongoing discussions with the managers to discuss the leadership and management of the setting.  
The inspector carried out observations on childcare staff and their interactions with children throughout the day, and examined documentation relating to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas, such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and the deputy manager, of a member of staff who was leading a small group activity for children.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to share their views about their children's care and learning in the setting.

## Inspector

Jennifer Kennaugh

## Full Report

### Information about the setting

Cabbage Patch Playgroup and Preschool has been established since 1986 and re-registered at the current premises in 2008 on the Early Years Register. It is privately owned and operates from one large playroom in a single-storey building within the grounds of St. Margaret's Primary School in Heywood, Rochdale. Toilet facilities, a kitchen and a staff office are also located in the premises. There is a secure outdoor play area.

The group employs seven members of staff, including the manager. Of these, two have early years foundation degrees and five are qualified to level 3 or the equivalent in childcare. There are currently 50 children on roll in the early years age range, attending for a variety of sessions. The setting provides funded early education for two-, three- and four-year olds. It supports children with special educational needs and/or disabilities. The setting is open from Monday to Friday from 8.45am to 3.45pm during term time only.

### What the setting needs to do to improve further

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

- enhance the opportunities through everyday routines, such as snack times, for extending children's independence and learning
  
- develop the ways in which children are supported to have awareness of the needs of people around them, such as through taking on small responsibilities which help others.

## Inspection judgements

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

Children make good progress in their learning, independent of their starting points, as key persons are knowledgeable about how children learn. The quality of teaching is good and key persons make individual plans for children based on their observations of what they can do. They also obtain information about their interests to help motivate them in their learning. Planning draws on children's observed needs, as well as themes and festivals. Staff contribute to the weekly planning sessions so that the manager can produce educational programmes that have depth and breadth, which are rooted in the learning needs of individual children. The setting has implemented the progress check at age two, and assessment is made when children are secure enough to be learning, giving an accurate view of their progress.

Children play enthusiastically outdoors, rolling balls in guttering and digging in compost. They make use of spades and containers to carry the compost around, developing their play independently. They draw at an outdoor table making marks, extending their hand-eye coordination in readiness for later writing. Some children in the pre-school group show excellent dexterity, being able to write their name without the letters needing any mediation. This is due to key persons providing individual activities for children, based on their observed development with regard to controlling crayons, chalk or brushes. Children enjoy imaginative play in the outdoor playhouse, developing their ability to produce a verbal story, which prepares them for writing stories when they later attend full-time school.

Indoors, children have access to creative activities, such as making a picture of a nest using straw and glue. Staff reinforce children's knowledge of shapes by asking them to draw a circle on the card to stick the straw in, and this also provides pencil control. Staff ask children what colours they can see in the straw, in order to encourage critical thought and develop their knowledge of words concerning colour. They also ask children about what might be in real nests, and children can therefore demonstrate their learning about birds and eggs as part of developing their knowledge of the natural world. Children enjoy play with water using a variety of containers and floating plastic fish. This is planned as part of a theme about pets and other animals. They splash the water with their hands and the toys, as a sensory experience which staff use for talk with them, to develop children's communication skills. They also reinforce children's learning about which animals live in water, through discussion and play with the small world toys provided.

Children are keen to play together on the computers with a variety of simple literacy and number games, developing their ability to use information and communication technology. Staff sit with children to read books, at both small group times and if children initiate this, promoting their enjoyment of reading. Daily small group times are used to develop children's knowledge of letters and sounds, with games and action songs to make sure that all children engage with the activity and access the learning.

Staff encourage children to bring in photographs of pets they or family members have at home, to help broaden their awareness of the different experiences of their peers. This also helps children develop the habit of bringing tasks completed at home into their learning environment, as preparation for any homework they may receive when attending full-time school. The group also uses a 'take home teddy' with a book for children and parents to write, draw and add photographs to, in order to help parents become directly involved in their children's learning. Children's learning journeys are sent home at regular intervals, as part of helping parents to engage with their child's learning. Space is provided in the record for parents to make observations and comments about their child's progress, and parents contribute information about children's development when they join, to help form a baseline of what they can do. Staff use this with their own observations to inform initial planning for children's learning.

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

The setting operates a key person system in order to support children's emotional welfare, and key persons show good knowledge of children and their families. This is due to their observations, information from parents and talking to children. Consequently, children's learning is supported due to their strong emotional security. Children explore the space and resources thoroughly, indoors and outside, as well as drawing adults into their activities, showing a high level of confidence. For example, they show adults their models made from interlocking bricks and explain what they have made. Many children access some opportunities to learn about taking responsibility to help others, such as at tidying up times, but not all children engage with this. As a result, not all children learn consistently about the value of making a positive contribution in the setting.

Children's behaviour is good overall and staff set clear boundaries for children who need additional support in this area. Children have free access to a range of resources that cover all areas of learning, in order to help them develop independence through being able to make their own decisions about what to play with. However, not all opportunities are taken during routines, such as snack times, in order to promote children's independence and learning.

The group provides an environment which gives children a range of opportunities to take reasonable risk in their play outdoors, with careful supervision, such as play on balancing beams. The outdoor play area is well resourced with equipment for children to develop their whole body control and enjoy exercise as part of a balanced lifestyle. Children have ample opportunities to run, pedal on tricycles and kick footballs in the outdoor play area. Snacks are healthy, and children have access to water and fruit over the day. Parents receive information verbally and through displays about how to provide a healthy packed lunch for children when at the setting. Consequently, children receive a balanced diet and learn how to manage their needs for healthy snacks and drinks. Staff talk to children about the importance of washing their hands after outdoor play and before food, in order to teach them the importance of good personal hygiene. Children show a good level of self-care and are able to manage their personal hygiene in an age-appropriate way. All areas of the premises are clean and well maintained, including the kitchen and toilet areas. Suitable practical safety measures, such as socket covers and handles out of reach on doors, are used to protect children's welfare. The group operates a password system if parents need someone to collect their child who is not familiar to the staff, in order to safeguard children.

Transitions in and out of the group are well managed, with a flexible approach which is based on the needs of the individual child to maintain emotional well-being. The setting requests information from any previous settings attended by children in order to inform their initial planning, and also seeks detailed information from parents to supplement this. Comprehensive information to support children's good health and well-being is obtained when children join the setting, in order to meet their needs, such as regarding dietary requirements. The pre-school passes information about children's progress to next settings when they leave, including for full-time school. The setting also forms partnerships with other agencies to support effective care and learning for children with special educational needs and/or disabilities. This includes implementing guidance from speech therapists into small group or one-to-one work with children, in order to improve their social and communication skills.

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

Risk assessments and daily safety checks are detailed and regularly reviewed to enable children to play safely and freely. Staff demonstrate a strong understanding of how to identify and manage any concerns they may have about a child's welfare, in order to safeguard them. Managers and staff are checked and vetted for suitability to work with children. All documentation related to statutory requirements, such as the accident record detailing accidents, incidents and any existing injuries, is completed to support the safe and effective running of the setting and the welfare of children. The setting has implemented policies for the use of mobile phones and cameras on the premises, along with a whistleblowing policy and the use of social networking sites by staff. This helps to protect children and maintain confidentiality. A comprehensive range of policies and procedures is used to maintain a good standard of care and learning for all children in the setting, including those with special educational needs and/or disabilities.

Responsibilities of staff and managers are clearly defined to ensure that staff have a clear understanding of how to carry out their roles to a high standard. There is a thorough approach to the recruitment of staff, to ensure that an effective staff team is maintained. For example, many staff are recruited as a result of being parent volunteers or students in the group and so are well known to the other staff and the manager. There are comprehensive procedures in place for induction of new staff, volunteers and students in order to protect children's welfare. The group operates a system of peer observations for staff to help them enhance their practice. This helps to maintain staff's understanding of how to promote children's learning and to share good practice amongst themselves.

Staff plan activities based on the needs of individual children, which provide good levels of challenge appropriate to their age and stage of development. The educational programmes that result from the staff and manager's planning are regularly monitored by the owner to ensure they consistently have depth and breadth. Staff make detailed assessments of children's progress and this is supported by recording systems that enable gaps in learning to be identified. The monitoring of children's learning records and assessment is carried out by the manager, in order to ensure they are kept up to date. As a result, staff can plan accurately for children in their key groups, to enhance their learning and narrow any identified gaps. Quality of teaching is monitored by the manager, through informal observations and more formal ones that inform the appraisal process which is carried out by the owner. This enables any underperformance to be tackled, so that staff are clear about the high standards expected from them when working to support children's learning. It also enables the manager and owner to identify any individual training needs for staff that will enhance the welfare and learning of children. There is an ethos of encouraging staff to gain higher qualifications in order to better support children's learning, including working for degrees in early years subjects.

The setting has established good partnerships with parents, who are invited to contribute to the evaluation process, both through verbal and written means. Staff have regular opportunities to share information with managers for the evaluation process at weekly

staff meetings and also as part of their appraisal and supervision meetings. Children's views are important and they are supported to provide ideas about what they would like to do in the group. This helps to build their self-esteem and enhances their motivation to learn. The setting maintains an effective partnership with early years support from the local authority, in order to develop its provision further, and has completed the local authority's quality scheme successfully. All recommendations from the previous report have been met, showing a purposeful attitude towards continuous improvement in order to enhance children's care and learning. Overall, the setting places a high priority on how to bring about continuous improvement for children's learning and welfare.

The manager invites staff from children's next schools into the pre-school to observe children when they are confident in a familiar environment. She also attends the local authority's central meeting which enables staff from early years settings to meet staff from children's future schools, in order to support continuity of care and learning. The manager visits some children's future schools with their learning files, in order to share information and promote continuity, if the school staff cannot visit the pre-school. There is effective liaison with future schools and other agencies to ensure that children with special educational needs and/or disabilities have smooth transitions in and out of the pre-school.

## 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 action. 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

<b>Unique reference number</b>	EY371182
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	909133
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Pauline Yates
<b>Date of previous inspection</b>	04/02/2009
<b>Telephone number</b>	07773 498046

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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, which are usually the childminder's 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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