

St Paul's Peel Playgroup

St Pauls Peel Church Hall, Manchester Road West, Little Hulton, MANCHESTER, Lancashire, M38 9EA

Inspection date

05/07/2013

Previous inspection date

22/06/2011

The quality and standards of the early years provision

This inspection:

2

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

- Skilled and knowledgeable staff support children's learning well. They understand how children learn best and provide them with a wide range of experiences. Consequently, children make good progress in all areas of their development.
- Children's language development is given a high priority. Staff are confident in extending children's vocabulary and helping them build sentences. As a result, children are confident communicators.
- Children are settled and secure because they form close emotional attachments with their key person who knows them well. This means that each child's needs are well-met.
- Partnership with parents, external agencies and other providers are good. This ensures that children are given access to appropriate help and they are well-supported in their transitions to other settings, including school.

It is not yet outstanding because

- Occasionally, opportunities for children to develop their imagination and creative skills are missed because some activities focus on an end product and are too adult-led.
- The manager has not yet fully considered using systematic peer observations as a means of strengthening the monitoring of staff performance and to enable staff to learn from each other through honest and critical reflection.

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.

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 children's activities in the main playroom and outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's learning records, staff qualifications and evidence of suitability of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

St Paul's Peel Playgroup was registered in 1998. It operates from the church hall of St Paul's Peel Church in the Little Hulton area of Salford. The playgroup has use of the playroom, church hall and kitchen, with access to an enclosed outdoor play area.

The setting is open each Monday, Tuesday, Wednesday and Friday from 9.15am to 1pm during term time only. There are currently 38 children on roll, all of whom are within the early years age group and attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six members of staff who work directly with the children. Of these, one holds an early years qualification at level 4, four hold an early years qualification at level 3 and one holds an early years qualification at level 2. The playgroup is also registered on both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the programme for expressive arts and design by providing further opportunities for children to engage in child-led activities where they can represent their own thoughts and ideas, for example, by providing resources for mixing colours, joining things together and combining materials
- consider the implementation of a peer observation system to further enhance the evaluation of staff's performance and constantly improve and build on their already good practice.

Inspection judgements

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

Teaching skills are strong across the setting and this is especially evident in the area of communication and language development. The use of phonics to introduce sounds and letters and work on children's emerging writing skills means that they are well-prepared for their next stage in their learning. This is enhanced by the use of pictures and visual props to help those children whose communication skills are not as secure and those who

Speak English as an additional language. Staff seize every opportunity to extend children's vocabulary and skilfully provide a running commentary to describe what children are doing. For example, as children build with wooden bricks, they say 'Oh look, I can see you're building a very tall tower'. Staff instinctively introduce mathematical language, such as 'tall', 'big', 'small', 'under', 'one more' and 'how many' as children play. They engage children in regular story and singing sessions to develop their listening and attention skills. The setting is involved in the 'Every Child a Talker' Programme which has provided staff with additional knowledge and expertise to significantly improve children's communication and language skills. Staff complete a separate language assessment as an additional tool to further monitor children's language development. Consequently, when staff identify gaps in children's learning, they can seek appropriate early intervention from outside professionals.

Staff place a strong focus on helping children to acquire personal, social and emotional skills and supporting their physical and communication and language development. As a result, children develop the skills, abilities and attitudes that prepare them well for school and the next phase of their learning. Children develop their personal, social and emotional skills as they play cooperatively alongside each other and begin to learn to take turns and share their toys. They enjoy each other's company and learn to respect the feelings of others through circle times and discussions. Positive images of children and families and signs in different languages reflect children's home life and help children to learn about diversity and the similarities and differences between people. Children choose their own resources from well-organised storage boxes and baskets of equipment, which are stored at child height for easy access to successfully promote their independence skills. Lunchtime is a social occasion where children and staff sit together and children confidently talk about their home and family.

Children have a wealth of opportunities to develop their physical skills in the outdoor environment. For example, they develop their control and coordination as they ride wheeled toys, play on the see-saw and throw balls into a basketball net. Children develop spatial awareness as they weave in and out of traffic signs and acquire the skills they need for future learning as they practise drawing and writing with chalks. Children's small muscle control is promoted as they thread beads, complete inset jigsaws and fill and empty containers with cereal, using scoops, spoons and funnels.

Children thoroughly enjoy role play in the home corner, when they demonstrate their good imaginative skills. For example, they sit the dolly on the potty and staff support children to 'empty' it in the toilet. Their play leads to a discussion about new babies, for instance children explain that their little brother can walk but is not yet able to talk. Staff provide children with opportunities to develop their creative skills as they explore a wide range of collage materials, glue and paint. However, on occasions the activities are too adult-led and focus on an end product, which means that children cannot always represent their own thoughts and ideas.

The secure monitoring of the educational programmes ensures the provision of a wide range of activities to support children's good progress across all areas of learning. Staff complete comprehensive observations and assessments on children, covering all areas of their development. Activities are planned to meet their individual needs, consequently,

children make good progress in relation to their starting points, some of which are below what would normally be expected for their age. Planning meetings take place each week when staff discuss the learning and developmental needs of their key children and subsequently plan challenging activities to help them progress. This demonstrates how the setting is closing the achievement gap for children in this setting.

Children clearly enjoy their learning in the setting's stimulating and exciting indoor and outdoor environment. Information from parents on entry forms is the basis of children's starting points and a period of observation is undertaken to determine what children can do, in order to meet their individual needs. Parents' contributions to children's learning records about children's learning at home, enables staff to plan effectively for children's future learning. In addition, parents have many opportunities to find out about their children's progress, as they look at children's learning records and share daily discussions with staff. Furthermore, staff provide parents with ideas and suggestions about how they can help support their children's learning at home. For example, how to promote children's speech and language development through singing rhymes and reading stories and the adverse effect dummies can have on children's speech if they are used too much. Staff and parents work closely in partnership to support and encourage children to place their dummies on the 'dummy tree'. In addition, the progress check at age two is completed to show a summary of children's development and this information is shared between the key person and parents at an organised meeting. As a result, of this close partnership working children benefit from consistency and continuity of learning.

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

The welcoming, child-centred environment is attractively decorated with children's artwork, photographs and wall displays. This, together with the friendly and reassuring staff, reinforces that children are valued, which in turn enhances their emotional well-being. Children settle well because staff are friendly and welcoming. They make sure they work closely with parents to find out about the children's routines so that they can meet children's individual welfare needs. The effective key person system and the warm interaction between staff and the children ensure that all children form positive and trusting relationships. Children confidently seek out staff for reassurance and a cuddle which provides them with a secure and safe environment for them to develop their confidence and self-esteem. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. For example, children talk about helping hands and sharing and caring. Staff are good role models and help children understand right from wrong.

Children's health and self-care is well-promoted through the role modelling of good hygiene practices throughout the setting. The accessibility of hand washing facilities, access to tissues, soap and paper towels ensure children are competent at managing their own personal needs independently. Photographs and pictures are displayed effectively to remind children of the sequence of hand washing. Nappy changing facilities are appropriate to meet the needs of the children attending and staff ensure that the bathroom is thoroughly clean at all times. Staff support children to brush their teeth after lunch which helps them understand the importance of dental hygiene.

Children display high levels of confidence and self-esteem as they negotiate with others, talk about what they are doing and confidently express their needs. As a result, children acquire the skills, abilities and attitudes to prepare them well for the next stage in their learning and school. Staff teach children about the importance of a healthy diet and posters are displayed of healthy foods to further support their learning. Children are provided with a good range of nutritious snacks and parents are actively encouraged to provide lunchboxes containing a range of healthy foods. Children have frequent opportunities to enjoy fresh air and exercise in the outdoor play area where they have the freedom and space to run around. They can snuggle up in the cosy book area when they need to experience quiet, calm times and relax. As a result, their physical and emotional well-being is effectively promoted.

Staff teach children about safety as they talk to them about staying safe on the roads and when in the setting car park. They effectively use resources and role play situations to enhance their understanding. For example, resources such as road signs are provided outdoors and staff tell children stories to help children learn about road safety. Children demonstrate their knowledge of the rules that keep them safe as they say 'We are not allowed to run inside, because we might fall'. Through effective gentle reminders, consistent boundaries and clear explanations, staff reinforce behavioural expectations. Children show extremely good levels of understanding of the behavioural expectations, demonstrating self-control, as they listen to staff, share resources and play harmoniously together. For example, children offer resources to other children when they have finished playing with them and take turns on the computer.

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

The manager of the settings works in conjunction with the manager of the building to ensure that the environment remains safe and secure and meets regulatory requirements. This includes regular checks by the fire department, health and safety assessors and environmental health officers. Consequently, the environment is consistently suitable and safe for the children. Any problems are reported to the building manager who responds immediately and takes the appropriate actions.

The manager takes responsibility for overseeing the educational programme and ensuring its effective implementation. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning. The manager and staff team are passionate and committed to their work with children and this is reflected in their enthusiasm, sense of fun and the enjoyment they demonstrate when interacting with the children. The self-evaluation system is rigorous with clear targets set for improvement, it incorporates the views of children, parents and staff whose ideas and suggestions are responded to and acted upon. Staff constantly evaluate their practice and the environment to ensure they continue to improve, as they strive to provide the best possible care and education for all children. For example, evaluation of the digging and planting area led

staff to identify it was in the wrong place, so this was subsequently moved to be more effective. All recommendations from the last inspection have been addressed, such as the implementation of an effective key person system.

The safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are understood by staff and well met. Arrangements for safeguarding children are effective. Staff have a very secure knowledge and understanding of safeguarding issues and are able to implement appropriate procedures to protect children from possible harm. Rigorous security systems, such as closed circuit television cameras and the vigilance of staff at arrival and collection times, ensure that children are safe from unwanted intruders and cannot leave the building unaccompanied. A detailed set of risk assessments are in place to cover all areas accessed by the children so that hazards are minimised.

Robust recruitment and selection procedures include induction and completion of checks pertaining to suitability. This ensures that all staff are suitable and safe and therefore, children are well-protected. Staff's ongoing suitability and quality of teaching is monitored through appraisal and a programme of extensive training to address underperformance and increase staff skills. However, the manager has not yet fully considered using a peer observation system to further evaluate their practice and learn from each other through honest and critical reflection.

The process for observation, assessment and planning is effective and ensures staff have an accurate understanding of children's skills and abilities. Regular discussions at staff meetings and monitoring of children's progress ensure that children make good progress in their learning in relation to their starting points. Furthermore, a system is in place to analyse the progress of all children in the setting so that staff can identify any common areas of learning where children are underachieving. This enables them to plan challenging and appropriate activities to further extend their learning in those areas. Children with special educational needs and/or disabilities are consistently observed and monitored through individual play plans to ensure their specific needs are met. Staff work closely with outside professionals, such as speech and language therapists and the local authority Special Educational Needs Team, to ensure that every child is given the support they need to achieve their full potential.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are very strong. Children's learning journeys are shared with them and they access a broad range of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily, face-to-face communications, achieved through the meet-and-greet open door policy. Transitions from the setting to other settings are well-organised and highly effective. Staff support children prior to their move to school by discussing school life and sharing stories about starting school. Key persons meet with class teachers in the setting and share information about children's preferences and developmental needs which successfully enhances continuity of care and learning.

Parents are highly complimentary about the staff and the quality of care and education their children receive. They comment that children settle well because staff take the time

to get to know children's individual needs and ensure they and their families are welcomed into the friendly, nurturing atmosphere. They say that their children are 'happy to come to the setting and often ask to go in the holidays'. Parents are exceptionally pleased with the progress their children have made regarding their speech and language development and social skills.

The Childcare Register

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

Unique reference number	307568
Local authority	Salford
Inspection number	921614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	38
Name of provider	Karen Tomlinson
Date of previous inspection	22/06/2011
Telephone number	0161 703 8700

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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