

# Offerton Green Playgroup

Mobile Classroom at Warrenwood School, Turnstone Road Offerton, STOCKPORT, SK2 5XU

<b>Inspection date</b>	10/10/2013
Previous inspection date	11/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff's knowledge and understanding of the learning and development requirements and of how to provide a challenging curriculum are not sufficient to support children's learning.
- Children are not appropriately prepared for school because staff do not constructively plan for their progress towards the early learning goals.
- The environment does not support children who speak English as an additional language to recognise and use their home language in their play and there are no systems in place to teach children the English language so that they reach a good standard before starting school.

### It has the following strengths

- Children feel safe and secure. They have regular routines and are cared for by staff who know about and support their individual family circumstances.
- The manager and staff have a sound understanding of safeguarding and welfare issues which help to promote children's health and safety.

## **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 observed activities in both play rooms and in the outdoor area, including a joint observation with the manager.
- The inspector spoke with children, parents and staff during the inspection.
- The inspector viewed the limited planning and assessment and other documentation that was available at the setting.

## **Inspector**

Anne Archer

## **Full Report**

### **Information about the setting**

Offerton Green Playgroup is run by a voluntary management committee. It was registered in 2002 and is on the Early Years Register. The playgroup operates from a single storey building in the grounds of Warren Wood Primary School in the Offerton area of Stockport. Children have access to an enclosed outdoor play area within the school playground.

The setting is open Monday to Friday from 9am to 12noon during school term times. There are currently 21 children on roll who are all within the early years age range. There are four members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years and one holds a qualification at level 2 and is currently working towards a level 3 qualification.

The playgroup provides funded early years education for three- and-four-year-olds and supports children who have English as an additional language. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that each area of learning and development is reflected in planned purposeful play and learning and through a mix of adult-led and child-initiated activity that is offered by practitioners who have a secure understanding of the learning and development requirements and who understand how children learn and how best to support that learning
- improve the planning of challenging and enjoyable learning experiences by taking into account the individual needs, interests and stages of development of each child
- take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, support their language development at home and ensure there are sufficient opportunities to learn and reach a good standard in English language.

## Inspection judgements

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

Staff at the playgroup do not plan specifically for children's progress towards the early learning goals in the prime and specific areas of learning. Their knowledge and understanding of the learning and development requirements and of how to provide a challenging curriculum are not sufficient to support children's learning satisfactorily. They observe children as they play to ensure they are happy and interested in the activities. Children enjoy their sessions at the playgroup and there is evidence that they make some progress. However, activities are topic driven rather than matched to children's needs or to build on their progress. This means that children do not follow an appropriate educational programme tailored to support their individual learning needs in readiness for school.

At times during the session, children make choices about their play and freely choose toys and activities. However, at other times, their activities are channelled more directly by the staff. This results in children missing out on opportunities to extend their thinking and learning because questions are more often statements, so do not encourage children to think about what happens next. For example, when a member of staff is asked by a child to dress a doll, she does so without encouraging and supporting the child to try to put the trousers and socks on the doll themselves.

Children show an interest in books and take turns to select one for their key person to be read to the group. They show that they understand how books work and that they can follow the story through the pictures. Children can select a book to take home to read with their families and many do so, this supports children's learning at home. They also participate enthusiastically when singing action songs at the end of the session, to the extent that a few younger children cover their ears because of the noise. Children engage in role play using life experiences. They often wear costumes to support their game. For example, a child dressed as Princess and phones the doctor to ask for advice when her friend is unwell.

The environment does not support children who speak English as an additional language to recognise and use their home language in their play. There are also no systems in place to teach children the English language so that they reach a good standard before starting school. This, alongside staff not planning for individual children's learning needs, means that children for whom English is an additional language may not be fully prepared for the next stage of their learning.

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

Key persons at the playgroup promote a friendly and caring provision and develop close and supportive relationships with parents. Parents clearly value the care provided for their

children and these close relationships enable open discussions to take place regarding children's welfare needs. As a result, staff have a secure knowledge of individual routines and family life, which they talk to the children about to help settle them into playgroup and form close attachments. Staff support children reasonably well as they prepare to move on to school. All children become familiar with the on-site school by attending the Harvest and Christmas celebrations and those children who will attend that school have an additional visit in the summer term. A reception class teacher at another school was able to visit, at her request, to observe the children in a settled environment and to talk about their transitional needs.

Children behave well because they feel safe and secure and feel a sense of belonging. Staff demonstrate a consistent approach to managing children's behaviour and to helping children understand the rules of the setting. For example, they prompt children to remember which table they sit at for snack. The manager and staff have a sound understanding of safeguarding and welfare issues which help to promote children's health and safety. All areas accessed by children are assessed for potential hazards and staff take steps to ensure children remain safe. For example, children are reminded to hold on to the hand rail when walking up and down the steps leading to the outdoor area.

Children are provided with a snack during the session which takes into account their dietary needs. They are currently learning about how important fresh vegetables are in a healthy diet as they prepare for Harvest Festival at the on-site school. Children are told about the importance of washing their hands before touching food and learn how to do so effectively. Children are also provided with daily opportunities to enjoy physical activity and outdoor play although there are missed opportunities for staff to explain the benefits of exercise and fresh air, in relation to their general health.

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

The manager has been in post for a very short time. This means she has been unable to train staff to implement the observation, assessment and planning systems sufficiently well to demonstrate any impact on children's learning. In addition, the quality of teaching and overall understanding of the characteristics of learning is poor, resulting in children being unlikely to make sufficient progress in readiness for school.

The manager has started to supervise staff through a weekly meeting and has an appraisal system in operation to enable her to identify gaps in staff knowledge and understanding of the Early Years Foundation Stage. Training courses are being sourced through the local authority to support staff in their development to enable them to better support children. The playgroup provision has not been evaluated recently, which has resulted in key failings. The manager is aware that when it is completed it should take account of the views of users and others connected with the setting.

Safeguarding systems within the playgroup are satisfactory. Procedures are linked to the local Safeguarding Children Board, all staff are aware of them and they are shared with

parents. Staff and the committee members undertake all necessary checks including a clearance from the Disclosure and Barring Service and Ofsted is notified of any changes which affect registration.

Links are established between the playgroup and professional agencies that from time to time support parents and children. Partnerships with parents are in place and staff work closely with them to ensure children's needs are met. Parents are full of praise for the staff and the playgroup.

## 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>	EY245219
<b>Local authority</b>	Stockport
<b>Inspection number</b>	915161
<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>	21
<b>Name of provider</b>	Offerton Green Playgroup Committee
<b>Date of previous inspection</b>	11/10/2011
<b>Telephone number</b>	01612852362

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

