

# Barlow Moor Community Association

23 Mersey Bank Avenue, Manchester, Lancashire, M21 7NT

<b>Inspection date</b>	19/11/2013
Previous inspection date	27/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	<b>2</b>
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		3

## The quality and standards of the early years provision

### This provision requires improvement

- The educational programme is well planned by skilled and knowledgeable staff and provides challenging, interesting and motivating experiences for all children. As a result, they make good progress in relation to their starting points.
- The key person system is well embedded, which helps children form strong secure emotional attachments. As a result, children are well settled and feel safe and secure.
- Systems for self-evaluation are rigorous and areas for development are consistently targeted so that the playgroup continues to improve learning outcomes for all children.

### It is not yet good because

- An enhanced Disclosure and Barring Service check was not obtained for a member of the committee who was part of the registered body. However, although a breach of requirements, this had no impact on children's safety because the person was never on the premises when children were present.
- Information gained from parents on entry, does not always provide staff with the extremely detailed information they require to help them to further enrich the planning for children's future learning needs.
- The stimulating outdoor environment is not yet fully resourced with more natural and open-ended materials, to further enhance children's already good exploratory skills.

## 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 two playrooms and the 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 records, evidence of the suitability of staff and recruitment procedures.
- 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**

Barlow Moor Community Association was registered in 1992 and is managed by a committee. It is situated in the Barlow Moor area of Chorlton, Manchester and offers childcare facilities to the local community. The playgroup and creche are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children have access to two rooms and a large hall. They share access to an enclosed outdoor play area.

The playgroup opens on Mondays from 9.30am to 12pm and 12.45pm to 3.15pm and from Tuesday to Friday from 9.30am to 12pm. Occasional creche facilities are provided during adult training courses. The playgroup and creche operate term time only. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are currently 21 children on roll, aged between two and four years. The playgroup employs six members of staff who work directly with the children. All of these hold an early years qualification at level 3.

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

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

- take all necessary steps to keep children safe, this particularly relates to ensuring that Disclosure and Barring Service checks are completed for each member of the committee that makes up the registered body.

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

- extend even further the opportunities for children to enhance their good exploratory skills and develop their strong sense of curiosity outdoors, for example, by providing an extensive range of natural materials and open-ended resources for them to investigate
- enhance the depth of information gathered from parents about children's learning and development on their entry to the playgroup in order to further enrich the planning process.

## Inspection judgements

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

Children thrive in this good quality setting and consistently demonstrate the characteristics of effective learning. Teaching is rooted in a secure knowledge of the Statutory framework for the Early Years Foundation Stage and a comprehensive understanding of how children learn. Staff practice is good and in some instances, outstanding. As a result, all children make good progress in relation to their starting points, including children whose starting points are below expected levels for their age. This demonstrates how the playgroup is successfully narrowing the achievement gap. Staff are enthusiastic and full of fun and this is reflected in the motivation and enthusiasm of children as they learn and play. The environment and equipment is clean and well-resourced to promote all areas of learning and to give children opportunities to play and explore and be active learners. For example, children have a wonderful time and squeal with delight as they investigate a wide variety of media and good quality resources, such as, dough, sand, glue, water and paint. However, there is scope to further extend children's good exploratory skills and natural sense of curiosity outdoors.

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 gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to adopt a 'can do' attitude through positive praise and encourage them to persevere with tasks they find difficult. Children learn to share and take turns and cooperate with each other as they play. They demonstrate their learning as they play harmoniously together, collaborate with each other and swap resources. Staff place a strong priority on developing children's communication and language skills and do this effectively by talking to children as they play, introducing new words to extend their vocabulary and providing daily singing and story sessions. Children with special educational needs and/or disabilities and those who need additional help in this area of learning, are well supported through the effective use of pictures, symbols and sign language to reinforce their communication skills. Staff support children who speak English as an additional language well because they find out key words and phrases from parents in home languages and use them within the playgroup. This has a significant impact on their developing understanding of English. The print rich environment and opportunities for children to write in all areas of continuous provision, effectively supports children to understand that print carries meaning. Children develop good large muscle control and coordination as they ride wheeled toys, run and jump and climb up and down steps on the slide. They develop their small hand movements as they use dough tools and writing implements with increasing control and build models with construction toys that fit together in different ways.

Staff gather information on entry about children's favourite activities and their individual interests and this information along with subsequent observations are used to plan for children's future learning. However, there is scope to obtain even more detailed information from parents about children's learning and development on entry, in order to further enhance staff's knowledge of children's starting points and enrich the planning

process. Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn and their preferred learning styles. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments of children ensure that their needs are clearly identified and this information is analysed and used effectively to plan for the next steps in their learning. Consequently, any gaps in learning can be quickly identified and appropriate interventions sought if necessary, to enable all children to achieve their full potential. Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Children's learning journey records are maintained to a good standard and contain a wide range of information, including photographs, detailed observations, summaries of children's learning and the progress check at age two years. Staff value parents' input and share information about how they can help their child's learning through simple activities at home.

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

The key person system is well embedded which helps children form secure emotional attachments and provides a strong base for their personal, social and emotional development. Staff greet and welcome children and their parents into the playgroup, which ensures that the children feel valued and cared for and that relationships with parents are strong. A warm and caring environment is created in which children are supported by the consistent routines and the effective, trusting relationships with their key person. As a result, children's self-esteem and emotional well-being is effectively promoted. Staff gather information from parents about children's likes, interests and daily routines on entry, which successfully supports children with the transition from home to the playgroup.

Children are aware of the importance of a healthy diet and talk about good foods as they eat their snacks. They enjoy a broad range of nutritious snacks including fresh fruit, vegetables and raisins. Displays of healthy foods in the 'snack station' prompt children to talk about food that helps their bodies grow. Children demonstrate high levels of independence as they serve themselves and attend to their own personal care needs, in readiness for being independent at school. For example, children use the bathroom independently and put on their own coats as they prepare to go outside. Children have daily access to outdoor play where they benefit from plenty of fresh air and exercise. Cosy, cushioned areas and comfortable furniture within the indoor environment give children opportunities to rest and relax and play quietly. For example, children snuggle up with their key person on the settee to look at books and listen to stories. Staff effectively teach children about health and hygiene as they role model good practice and support them with daily routines. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff help children manage their behaviour as they explain about sharing, taking turns and talk about feelings. Children show a secure level of understanding of the behavioural

expectations, demonstrating good self-control, as they listen to staff explanations, share resources and play collaboratively together. Staff respond to minor disagreements sensitively and calmly as they distract children with other resources and gently remind them to share and take turns. This helps children to become aware of the effect their actions have on others. As a result, their behaviour is consistently good. Through effective daily reminders, staff reinforce safety rules, such as not climbing on furniture and picking toys up off the floor. Therefore, children's understanding of keeping safe is fully promoted, and ensures that they can play and learn in a safe environment.

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

The manager has not met one of the legal requirements of the Early Years Register by not obtaining an enhanced Disclosure and Barring Service check for a member of the committee. This is also a breach of the requirements of the Childcare Register. The manager started to fill in the relevant forms but the process was not completed. However, on this occasion it had no impact on children's safety because the person in question was never on the premises during playgroup sessions and had no contact with the children. The committee member has since resigned and Ofsted have been informed. Despite this breach, the manager has a good knowledge and understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. For example, robust recruitment and selection procedures, such as, induction processes and completion of checks pertaining to suitability, ensure that staff are suitable, safe and appropriately skilled to work with children. All staff have attended safeguarding training and have a very secure knowledge of what to do and who to contact in the event of a child protection concern. An effective and detailed set of risk assessments, which have recently been added to and reviewed and daily checks of the indoor and outdoor environment, ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and security systems, such as locks on doors ensure that children are consistently protected from harm.

The manager takes overall 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. Furthermore, the manager oversees and regularly checks children's learning journey records to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. Children's learning and development is shared between the manager and key person during one-to-one meetings so that any concerns about their progress can be addressed and swiftly acted upon. This means that all children can successfully reach their full potential through the provision of additional external support when necessary.

Children's learning journey records are shared with parents and they access a broad range of information about the Statutory framework for the Early Years Foundation Stage 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. Systems for effective working with other early years providers, such as local schools are in place to provide continuity and consistency for children's care and learning. The manager meets with reception class teachers to discuss children's learning and development, which successfully supports children with the transition process. Parents are highly complimentary about the staff and the care and education their children receive. They comment that they can confidently leave their children, knowing that they are happy, safe and secure. Parents are delighted with the progress their children make and the wide range of activities on offer.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that effective systems are in place to establish that all members of the registered body have obtained an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that effective systems are in place to establish that all members of the registered body have obtained an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	500011
<b>Local authority</b>	Manchester
<b>Inspection number</b>	939567
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Barlow Moor Community Association Committee
<b>Date of previous inspection</b>	27/11/2009
<b>Telephone number</b>	0161 446 4805

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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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