

Our Lady & St Huberts Playgroup

Hallfield Road, Great Harwood, BLACKBURN, Lancashire, BB6 7SN

Inspection date	17/01/2014
Previous inspection date	08/06/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have very high expectations of themselves and children. They use their expert knowledge of the areas of learning and their clear understanding of how children develop to provide rich, varied and imaginative experiences to extend children's learning at all times.
- Children access a highly stimulating environment that promotes their learning and challenges them both inside and outdoors.
- Children behave exceptionally well and show respect for staff and one another.
- Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, parents and external agencies.
- Children are extremely confident and show high levels of self-esteem. This is because staff give high priority to creating very strong bonds and attachments with children and their families.
- Children are kept exceptionally safe and secure in the setting because staff fully understand the importance of safeguarding children and what their roles and responsibilities entail.
- An excellent programme of staff development has been implemented by the manager. Consequently, staff are constantly seeking to improve their already outstanding practice.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector observed activities and spoke to children and staff in the indoor and outdoor environments.
- The inspector held meetings with the manager of the playgroup and looked at and discussed a range of policies, procedures and documentation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the manager.

Inspector

Emma Barrow

Full report

Information about the setting

Our Lady and St Hubert's Playgroup registered in 1987 and was re-registered in 2008. It is privately owned. It operates from a purpose-built modular building, set in its own grounds adjacent to Our Lady and St Hubert's Roman Catholic Primary School in Great Harwood, near Blackburn. The playgroup serves the immediate locality and the surrounding areas. The playgroup opens five days a week from 8.45am until 11.45am and 12.45pm until 3.45pm, term time only. Children attend for a variety of sessions. Children are cared for in a large playroom and have access to an enclosed outdoor play area.

There are currently 44 children on roll in the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently five staff working directly with the children, all of whom have an appropriate early years qualification. Four of the staff have qualifications at level 3 and one at level 2. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory part 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:

- consider how younger children's independence can be even further enhanced so they make even better progress in their learning.

Inspection judgements

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

Children are making rapid progress in their development because staff have an excellent understanding of how they learn. They know the different ways in which children effectively learn and confidently discuss the benefits these have on each individual child's development. Staff carefully plan exciting and challenging activities to meet children's needs and skilfully introduce high quality resources to extend their play. They make superb use of the asking of open-ended questions to expertly promote children's thinking and conversational skills. Additionally, they continually think of new ways to enhance children's learning. As a result, children's concentration skills and engagement are superb. This means, children are engrossed for sustained periods of time as they excitedly develop their ideas and exploration skills with and without adult support. Children's next steps in their development are consistently planned to challenge them in their learning and enables staff to continually track progress. Tracking is precise and rigorous and supports all

children to make exceptional progress from their starting points. Additionally, support for those children who have special educational needs and/or disabilities, or English as an additional language, is highly effective.

Children demonstrate the characteristics of effective learning because staff fully understand the importance of children discovering solutions to their problems through play. Highly successful learning opportunities to develop problem-solving take place in the wonderful outside area. For instance, children make a volcano out of logs. They use different sizes of logs as they learn to balance and how to rebuild it using the different shapes. Therefore, children learn by getting it wrong, trying again and then succeeding. The quality of teaching is superb as staff skilfully ask questions, such as 'why did that happen?' to encourage children to think about why the logs kept falling down. Staff consider ways to further encourage children to be skilled critical thinkers in all activities in order for children to work out problems by themselves. As a result, children are extremely well prepared for the next stage in their learning and school. For example, the older children are highly skilled at counting and typically count up to 10, can hear initial sounds in words, and demonstrate excellent concentration levels. To further prepare children for school, staff work closely with the local school and have devised very effective strategies in partnership with parents. Every child has an individual file and a record of learning that is precise and sharply focused. Consequently, staff have a wealth of knowledge of every child's current and future needs. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. As a result, excellent relationships are actively contributing to children's learning and progression and promote the importance of home learning.

Children thoroughly enjoy their independence at snack time because staff are deployed well to support them to learn new social skills. Although, this interaction could be even better with younger children. Children lead their own play and staff use inspiring techniques to build on what children already know and can do. For example, staff freeze water with the children and watch it melt to help children learn how things are affected by temperature. Staff quickly tend to children's needs and support them to exercise and develop their self-control through challenging and stimulating activities while encouraging them to learn about taking calculated risks in their play. This supports children to gain vital skills and prepare for their next stage of learning and school readiness.

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

Staff support children to feel extremely secure and comfortable by having superb close relationships with them, through the highly effective key person system. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. As a result, children form strong secure emotional attachments which provide a solid foundation to develop their personal, social and emotional skills. The sensitive caring interactions ensure that all children form positive and trusting relationships with staff and each other. Children settle well because staff find out very meaningful information from parents about their child to ensure all children's needs are known and effectively met. Staff are dynamic and enthusiastically cater for children's needs using the superb

information gathered from parents on entry to the setting. Each child's assigned key person is responsible for their development, routine care practices and liaison with parents.

Children's behaviour is outstanding because they are extremely engaged in their play and are competent and independent active learners. They are very eager to take part in all activities and demonstrate a highly positive respect for each other, the staff and their environment. They show extremely high levels of self-control during their free play and in adult-led activities. Children effectively learn to manage risk in a safe and secure manner as they balance on the logs and negotiate the different levels within the outdoor area. Children are further learning about healthy lifestyles as they access the outdoors in all weathers. They are appropriately clothed and encouraged to explore the outside area, developing their physical skills. They chat and engage with one another exceptionally well and have a high level of personal, social and emotional development. For example, children are able to resolve conflicts with each other; this is because staff are good role models and they teach and support children by demonstrating friendly behaviour and encouraging good relationships between the children. Through excellent health routines and outdoor play experiences, children understand how to keep themselves clean and healthy. To further prepare children staff work closely with the local school and have devised very effective transition strategies in partnership with parents.

The playgroup provides an extremely stimulating environment for children. Staff offer a wealth of opportunities for children to learn actively. Staff quickly tend to children's needs and support them to exercise and develop their self-control through challenging and stimulating activities while encouraging them to learn about taking calculated risks in their play. During settling-in periods the key person meets and greets the children and supports them during the session. For example, new children are comforted by their key person by reading familiar stories to the children that they have at home. This means that children are able to form secure and emotional attachments that help them to settle feel safe and secure and develop a strong base so that they are confident to explore.

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

Staff have a superb understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They demonstrate an excellent understanding of their responsibilities to protect the children they care for. They are very confident of the procedures to take should they have concerns about a child in their care. Recruitment practice is exceptionally robust ensuring all adults involved with children are highly suitable to do so. Induction systems and monitoring of staff performance and practice is sharply focused and robust, therefore children are effectively safeguarded and protected. All staff complete safeguarding training as part of their excellent induction system and update this regularly. Staff adhere to the robust policies and procedures at all times to ensure consistency in their daily practice. These policies are shared with parents either in hard copy or through copies on a disc. This means that parents have a secure knowledge of the procedures that support their children's well-being, safety and learning needs. Highly effective systems are in place to monitor children's safety. Secure risk

assessments for the environment, activities and individual children, further promote their safety. Staff review risk assessments as required or at minimum every term. Consequently, children play safely both indoors and outdoors as they learn, develop and make excellent progress towards the early learning goals.

Managers have a superb overview of children's needs because observation and assessment systems are highly effective in informing planning. Tracking sheets clearly highlight any identified gaps in learning and managers know exactly what they need to do to enhance the curriculum. This means any learning gaps in children are being narrowed. The staff team are exceptionally well organised with clear roles and responsibilities in place which ensures the excellent and smooth running of the playgroup. The manager is very experienced and demonstrates outstanding knowledge about what high quality observations and assessments should look like. Both the manager and the deputy monitor staff practice and oversee staff and children's files to ensure quality is very high. As a result, assessment is very precise and highly accurate. Staff are continually looking at ways to develop practice and are passionate about delivering a high quality service. Staff morale is extremely high. The staff team works exceptionally well together and demonstrate they have a superb understanding of all the children attending. They are strongly driven to maintain their ongoing improvement. Additionally, they are highly reflective about their day to day practice, for example, they meet between sessions at lunchtime to evaluate, monitor and improve practice for all children. A large majority of staff are qualified to level 3; this has a very positive impact on the outstanding teaching children receive.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. Staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. The setting seeks assistance from an interpreter so that they can communicate effectively with a family who has English as an additional language. Parents contribute extensively to the initial assessment of their children's starting points on entry.

The Childcare Register

The requirements for the compulsory 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	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

Unique reference number	EY357656
Local authority	Lancashire
Inspection number	857535
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	44
Name of provider	John Anthony Clarke
Date of previous inspection	08/06/2009
Telephone number	01254 888141

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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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