

# St Philips Playgroup

Higher Dean Street, Radcliffe, Manchester, Lancashire, M26 3TE

## Inspection date

14/01/2014

Previous inspection date

10/02/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Effective planning provides children with a broad range of exciting and stimulating activities that engage them and builds on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.
- The key person system is well embedded, which helps children form strong emotional attachments as staff skilfully support them in their play.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are well protected.
- Partnerships with parents and other early years providers are effective and make a significant contribution to meeting all children's needs.

### It is not yet outstanding because

- On occasions, the organisation and management of children at circle times, is not used to maximum effect in order to further enhance children's good communication and language development.
- 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.

## **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 hall 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

St Philips Playgroup was first registered in 1984 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee and operates from St. Philips Community Centre which is owned by the Parish of St Thomas and St John in the Radcliffe area of Bury, Greater Manchester. The children have access to the main hall and associated facilities.

There are currently 44 children on roll, all of whom are within the Early Years age group. Children attend from a wide catchment area. The playgroup operates Monday to Friday from 9am to 12pm and Tuesday and Thursday from 1pm to 2.55pm during term time only.

There are four members of staff who work in the playgroup on a regular basis, with additional staff available to cover for absences. Of the four permanent staff, three hold an early years qualification at level 3 and one holds level 2. The playgroup receives funding for the provision of two-, three, and four-year-olds. It supports children with special educational needs and/or disabilities. The playgroup is a member of the Preschool Learning Alliance.

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

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

- review the arrangements for the organisation of circle times so that all children are consistently provided with the space, time and opportunities to build on their good communication and language skills
- 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, for example, by reviewing the 'All about me' booklet.

## Inspection judgements

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

Children's enthusiasm for learning, and the levels to which they succeed, is enhanced by staff who have a good knowledge of the Early Years Foundation Stage and a secure understanding of how children learn. The indoor and outdoor environment are well organised into areas of continuous provision linked to the seven areas of learning, and children learn through well-planned, purposeful and challenging activities. As a result, they make good progress in relation to their starting points, including those children whose

starting points are below expected levels for their age. Staff are enthusiastic and full of fun and this is reflected in the motivation and enthusiasm of children as they learn and play. For example, children eagerly enter the playgroup and excitedly rush towards the activities and resources that interest them. Children are provided with a wide range of interesting and good quality resources to promote their natural curiosity and develop their exploratory skills. For example, they investigate the properties of water, dough and paint. Children especially enjoy investigating and exploring outdoors and demonstrate their natural curiosity and fascination as they talk to staff about a slug they find.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them extremely well for the next stage in their learning. For example, staff teach children to cooperate with each other and share and take turns as they play. They demonstrate their learning as they play harmoniously together, collaborate with each other and swap resources. Children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Staff are particularly skilled at helping children to develop communication and language skills. They provide opportunities for children to participate in speaking and listening activities and use open-ended questions to help them express their ideas and clarify their thoughts. Children confidently chat to staff and each other and can use language to recall past events and talk about their home and family. However, the organisation and management of children at circle times is not used to maximum effect in order to further enhance children's good communication and language development. This is due to the large number of children in the group. Children with special educational needs and/or disabilities are well supported in this area of learning because staff skilfully use pictures, signs and symbols to help them communicate and adapt the language and vocabulary they use to meet the individual needs of the children. Staff provide children with a wealth of opportunities to develop their large muscle control, both indoors and outdoors. For example, they ride wheeled toys, use climbing equipment and develop good coordination skills as they weave in and out of cones on scooters.

Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn. 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 used effectively to inform future planning. Consequently, any gaps in learning are quickly identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential. Staff gather information on entry about children's favourite activities and their individual interests, and this information, along with subsequent observations, is 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, in order to further enhance staff's knowledge of children's starting points and enrich the planning process. 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 records are maintained to a good standard and contain a wide range of information, including photographs, detailed observations and

examples of their work. Children's needs are further enhanced through effective partnerships with parents. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents receive information about their children's learning through verbal feedback, regular written summaries of children's progress and termly parents' meetings. As a result, they are fully informed of their children's progress. Reception class teachers are invited to visit the nursery to get to know the children and share their learning and development, which effectively supports children with the transition to school.

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

The effective and well-established key person system means that children form secure attachments and their emotional well-being is consistently supported. Children are looked after by loving, caring staff who intuitively understand and respond to their physical and emotional needs. They are cuddled and comforted if upset and spend quality one-to-one time with their key person engaging in activities, such as sharing stories and rhymes. This enables children to feel safe and secure within the playgroup, which consequently has a significant impact on their learning and 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. The arrangements for supporting children as they move from home to the playgroup are carefully planned with parents from the point of entry. Staff gather information about children's likes, dislikes, routines and favourite activities. As a result, children very quickly adapt to the environment and daily routines and confidently form new friendships.

Children learn about the importance of a healthy diet as staff talk to them about the foods they need to eat to help their bodies grow and give them energy. Children demonstrate their understanding as they say 'We have cucumber, breadsticks and pineapple at snack time. They're delicious and help our bodies grow'. Regular access to the outdoor play area and physical activities indoors help children to learn about the importance of fresh air and exercise. Cosy areas within the indoor environment give children opportunities to rest and relax and play quietly. Their good health and self-care are securely embedded as they attend to their personal needs. For example, children are independent as they wash and dry their hands, pour their own drinks and manage their personal needs in readiness for school. Staff role model good hygiene practices and ensure that surfaces, floors, resources and equipment are maintained and cleaned to a high standard. As a result, children's health and hygiene are successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff successfully help children manage their behaviour as they explain about sharing, distract children with other resources and talk about feelings. They respond to minor disagreements sensitively and calmly and encourage children to think about what they can do to resolve the situation. 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. As a result, their behaviour is consistently good. Through effective daily reminders, staff reinforce the behavioural expectations, such as using scissors safely and not running indoors. Children

learn about keeping themselves safe as staff teach them the safety rules of the playgroup. For example, as they use the slide indoors they demonstrate their understanding of safety as they wait patiently at the top for children to move away from the bottom. Staff encourage children to manage their own risks as they teach them how to do things safely. For example, they teach children how to use climbing equipment safely and give them opportunities to understand their own limitations when undertaking new challenges. Consequently, 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**

Staff have a good knowledge and understanding of how to protect and safeguard all children, and policies and procedures are known by all staff and implemented consistently. They have attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for 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 safely. The vigilance of staff, consistent supervision of children and widespread security systems, such as locks on doors and closed circuit television cameras at the entrance to the building, ensure that children are consistently protected from harm. A secure password system is in place for unknown adults collecting children and verification of the identity of visitors ensures that children are kept safe. Robust recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to suitability, ensure that practitioners are suitable, safe and appropriately skilled to work with children. This means that children remain safe and protected. Staff's ongoing suitability and quality of teaching are monitored through supervision, appraisal and a programme of professional development training to address underperformance and increase staff skills. The manager attends regular meetings with the committee members when issues are discussed, particularly with regard to safeguarding procedures. Committee members are also aware of their responsibility to ensure that any significant information that could affect their suitability is passed on the manager.

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. Furthermore, she regularly checks children's learning records to ensure that they are up to date and that observations and tracking accurately reflect children's learning and progress. The manager uses her knowledge, experience and skills to lead the staff team and continually enhance the already good practice. Students are well supported to develop their knowledge, understanding and experience through close monitoring, coaching and observations of staff's good practice. Consequently, they are developing into effective, skilful practitioners. All staff are passionate and fully committed to their work and the service they provide, and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. They have worked incredibly hard to improve their practice since the last inspection. All actions and recommendations have been fully addressed. For example,

observations and assessments are now effectively used to plan for children's future learning needs. The manager and staff work together effectively to identify areas for development and prioritise targets for improvement. They constantly evaluate the environment and resources to ensure that they consistently meet the needs of children attending the playgroup. Staff seek the views of parents through verbal conversations and a suggestion box and their ideas are responded to and acted upon. They welcome the guidance and support they receive from the local authority and successfully implement the advice of the early years adviser.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are strong. Children's learning records are shared with them and they access a wealth 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 open-door policy. Systems for effective working with local schools and external professionals are in place to provide continuity and consistency for children's care and learning. Parents are highly complimentary about the playgroup and the care and education their children receive. They state that 'children are happy to come to playgroup, develop confidence and make good progress particularly in their speech and language development'. They comment that children have good relationships with staff and constantly talk about them at home. Parents are very appreciative of the information they receive about their children's learning, development and progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	316836
<b>Local authority</b>	Bury
<b>Inspection number</b>	946257
<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>	44
<b>Name of provider</b>	St Philips Playgroup Committee
<b>Date of previous inspection</b>	10/02/2011
<b>Telephone number</b>	07943313355

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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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