

Poynton Methodist Church Playgroup

Poynton Methodist Church, Park Lane, Poynton, STOCKPORT, Cheshire, SK12 1RB

Inspection date	06/03/2014
Previous inspection date	06/01/2011

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

- Teaching is of a consistently high quality. Practitioners use their comprehensive knowledge of how children learn and develop to extend children's thinking skills so that they make good progress across all areas.
- Practitioners place high priority on ensuring children are safe and emotionally secure. All practitioners are confident of the action to follow to safeguard children and ensure their well-being.
- The children are challenged to reach their ultimate best in their learning and development. This is through practitioners' in depth knowledge of their key children's development levels and achievements.

It is not yet outstanding because

- There is capacity to make resources more accessible for children so they can make greater independent choice and follow their own interests.
- There is scope to improve the opportunities for parents to share observations on children's learning with staff so this shared knowledge can be used to help plan and share ideas about how to move children forward.
- Some aspects of partnership working are not fully robust as the preschool have yet to build effective transition links with the school that the children move on to.

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 activities in the church hall used for the children and toured the outside learning environment.
- The inspector held a meeting with the provider and manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at documents and checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector conducted a joint observation with the manager.
- The inspector looked at and checked a range of policies and procedures.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of views of parents and carers spoken to on the day.
- The inspector gave feedback to the manager.

Inspector

Yvonne Holt

Full report

Information about the setting

Poynton Methodist Church Playgroup is run by a committee. It opened in 1982 and operates from the church hall in Poynton Methodist Church. Children have access to an enclosed outdoor play area. The playgroup is in a residential area in the Poynton district of Cheshire. It is open each weekday from 9am to 3pm term time only. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 36 children in the early years age group on roll who attend for a variety of sessions. There are five members of staff, four of whom hold early years qualifications to at least level 3. The setting receives support from a Children and Family Worker employed by the church and provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance children's progress even further by making the resources accessible to children so they can follow their interest more easily

- strengthen the links with parents: in order to share more regularly two way observations on learning and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward

- strengthen partnership working with the schools to support children's smooth transition so that children fully benefit from the continuing emotional security established by the preschool staff.

Inspection judgements

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

This is a welcoming playgroup where the environment is of high quality with a wide and appropriate variety of resources. By thoughtful arrangement of resources, practitioners ensure that children have stimulating and engaging activities that promote all areas of learning and development. Children's work is displayed on the walls at their level where ever possible. There are quiet and cosy areas for children to sit and talk or read or play quiet games. This area is also used for adult-led group times.

The children can access both inside and outside where there is a well-developed enclosed garden. The outdoor play area is developmentally appropriate with lots of different levels for the children to experience. Children have tyres to walk on, go through and step inside

and a bridge to go over. There are slides for children to practice and gain confidence climbing up and down. There are grassed areas and areas of various surfaces for different experiences. This is enhanced by motivating activities and resources for children to access such as soft bricks and stacking crates. Practitioners use effective teaching strategies to ensure children are active and inquisitive learners who remain occupied in meaningful play. This enables children to make very good progress in their learning and development. Practitioners are skilled at challenging the children's learning by using phrases and questions that allow the children to predict outcomes before they experiment or explore. For example, while playing with a soft brick construction set, practitioners ask children what they might need to build a house, and how do the children think the roof should be constructed. As they investigate and find solutions, children are praised for their efforts. Practitioners are deployed well both inside and outside so that teaching opportunities are maximised. For example, when children discover a puddle on the ground, they are encouraged to investigate further. Learning is extended with the provision of water buckets and different sized brushes. This soon becomes a group activity where children are learning to cooperate.

Practitioners have a very good knowledge and understanding of how children learn and develop. Through accurate observation and assessment, practitioners clearly identify children's individual learning needs which are then incorporated into the daily planning of key activities. As a result, children are gaining the key skills to support their move to school. All children can freely access activities in small or larger groups, such as a singing activity in which children sing together using a nursery rhyme box for inspiration. Children happily join in the song and actions. The playgroup works very well with parents. They contribute to the information the setting holds about each child by sharing their knowledge about the children's progress and about the children's likes, dislikes and specific needs. All parents know who their child's key person is and feel comfortable to share concerns and achievements with them. By maintaining positive relationships, any gaps in progress can be quickly identified and overcome. Parents are keen to speak out positively about the playgroup and are happy with their children's progress. However, there is scope provide more frequent opportunity for parents to view their children's development journals so they are more fully involved in their children's ongoing progress.

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

The well-established key person system enables children to quickly build a trusting relationship with practitioners. By feeling secure within the setting, children are more able to play, explore and learn so that they make good progress. Children's emotional well-being is maintained as key persons are quick to notice and address any insecurities and work well with parents to maintain a consistent approach to addressing care needs and concerns. For example, if a parent shares a concern with a key person they work together to overcome any difficulty together. One parent says, "We had plans from the hospital to support our child at home, when we spoke to the key-person, she spent hours with her and we did it together." Practitioners use calm and consistent methods to promote children's understanding of appropriate behaviour. They use praise and encouragement and sensitive explanations so that children behave well and learn take account of the

feelings of others.

Children are encouraged to think about being healthy. They talk about the fruit at snack time and learn where it comes from. This helps children to be more adventurous in their eating habits so that they learn the importance of a balanced and varied diet to their overall health. Practitioners teach children how to cut up their fruit safely. They exploit this as an opportunity to introduce mathematics, for example, by encouraging the children to count the number of many slices of banana. Practitioners act as positive role models, and encourage children to adopt healthy lifestyle choices. Children independently wash their hands after using the toilet and before eating food. They are encouraged to run and join in physical exercise by playing in the garden and joining in action rhymes and songs. Children have outdoor clothing and are encouraged to spend some time outdoors even in wet weather. They are able to take age-appropriate risks under the close supervision of practitioners. Children's self-care skills and independence are supported well. For example, practitioners use sensitive encouragement to help children learn how to zip up their coats. Resources are of good quality and are generally stored appropriately so that children can make some independent choices in their play. However, there is capacity to exploit opportunities for children to follow their own interests more easily.

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

The playgroup has effective safeguarding procedures in place to keep all children safe. All practitioners are recruited using robust methods to ensure that they are suitable to work with children. During their induction within the playgroup, management ensure that practitioners are familiar with all safeguarding policies and procedures. Consequently, all practitioners have a sound knowledge and understanding of how to keep children safe from harm. There is high priority placed on children's safety and the risk assessments are all very robust. As result, children play and learn in a safe and secure environment.

Practitioners record children's developmental progress, which is used as a base to plan suitable activities and play opportunities for the children. Additional strategies have been introduced for children who have additional needs to ensure that gaps in their learning are reduced. Systems to record children's progress are good and enable practitioners to share information with parents and carers and relevant professionals from other settings and organisations. There are team meetings when this information is shared between practitioners to support them in their reviews and ensure the best practice for all children. Practitioners' continual professional development and training needs are based on their interests and the needs of the children. For example, one practitioner is currently attending training on supporting two-year-olds in preparation for the increased number of parents with children in this age group accessing early years funding.

Parents' views are taken into consideration by management to maintain high quality care. Parents have an active interest in the setting and are confident their children are progressing well within it. This is reflected in the passion of parents for keeping it open when it was threatened from closure due to management retiring. Fundraising and a new

committee has been formed and a new structure is now in place serving the community. Partnerships with external agencies and other providers are developing well. The pre-school has many children up to the age of school, especially as some parents choose to keep their children in the playgroup instead of sending them to the school nursery. Therefore, there is scope to enhance transition documents process to assist with a smooth transition between the settings.

The Childcare Register

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

The requirements for the voluntary 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	305257
Local authority	Cheshire East
Inspection number	871764
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	36
Name of provider	Poynton Methodist Church Playgroup Committee
Date of previous inspection	06/01/2011
Telephone number	07742914996

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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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