

Disley Under 5s Playgroup

Disley Primary School, Dane Bank Drive, Disley, STOCKPORT, Cheshire, SK12 2BD

Inspection date	14/03/2014
Previous inspection date	10/06/2009

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

- All teaching is of high quality with some being exceptionally good. As a result, children's learning and development is well-supported and they make consistently good progress.
- The key person system is well-established and effective in creating a secure and welcoming environment for both the children and their parents. As a result, this is reflected in the children's well-being as they are motivated to learn in a nurturing environment.
- Children with special educational needs and/or disabilities are quickly identified with parental involvement being given high priority. This ensures that children are well-supported and an effective network of support is formed.

It is not yet outstanding because

- There is scope to enhance children's sense of achievement through better utilising wall space to celebrate children's work.
- Resources are not always accessible for the younger children to enable them to make independent choices and follow their own interests.

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 the two rooms used for the children and the outside learning environment.
- The inspector held a meeting with the manager 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.
- 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.

Inspector

Yvonne Holt

Full report

Information about the setting

Disley Under Fives Playgroup is administered by a parent committee. It was registered in August 2007. It operates from two classrooms within Disley Primary School in the Stockport area of Cheshire. The playgroup is open each weekday during term time only from 9am to 3pm. There is access to a secure outdoor play area. There are currently 36 children on roll, all of whom are in the early years age range. There are 10 staff who work with the children, all of whom are qualified at level 3 or above. The setting is experienced in working with children who have special educational needs and/or disabilities, and those who speak English as an additional language. The club is registered on the Early Years Register. Currently there is a facility for children who wish to have a cooked school lunch to have this in the school canteen, accompanied by a member of staff from the playgroup. The setting receives support from Cheshire Sure Start.

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 ability to make independent choices and follow their own interests even further, for example, by making more resources accessible to the younger children
- build children's confidence and self-esteem even further by helping them to celebrate their work, for example, by displaying them at child height.

Inspection judgements

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

Disley Under Fives Playgroup is a good playgroup with a warm and welcoming environment and a wide and appropriate variety of resources. Using a good understanding of children's needs, practitioners ensure that children have stimulating and engaging activities that promote all areas of learning and development. All of the teaching is of good quality and some is outstanding. The children are eager to learn from the exciting environment with which they have been provided by very capable and knowledgeable practitioners. The activities are broad and cover all the areas of learning and are differentiated for the children's various levels of development. Children are split into two main areas of the building for their activities throughout the day. This consists of the preschool children who are ready to start school in September and the children who are younger. Children happily start the day with an interactive circle time where they learn about numbers through songs and rhymes. Children's work is celebrated on the walls at their level wherever possible. However, there is scope to improve this for all children, for example, by using the lower wall space more effectively to extend children's sense of pride

and achievement. There is a well-balanced range of adult-led and child initiated activities made available for children to access. There are discrete areas for children to sit and talk or read and a richly resourced sensory area for younger children to play and explore. Children are able to choose independently from a range of activities which are age and developmentally appropriate. However, the resources in the preschool room are slightly more accessible to the children than they are for the children under three years of age. This does not help to ensure that all children have the very best opportunities to make independent choices or to follow their own interests.

The children have regular access to outside where there is an enclosed area shared with the school. The outdoor play area is thoughtfully developed including such things as a 'mud kitchen' for children to experiment and role play. 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 extending the children's vocabulary in their everyday play. They expand the children's learning and development by using appropriate phrases, which allow children time to develop their own thoughts. For instance, when drawing, practitioners support children to consider what they have seen in the environment giving them opportunities to recall real life events. Using accurate observation and assessment, practitioners identify children's individual learning needs and these are incorporated into the planning of their activities. All children can freely access activities, such as a story time where they become engaged in group discussion. Children are reaching their expected range of development and are doing particularly well in their communication and language development. This is because this is a strength of the provision. Parents have regular open evenings and are encouraged to take their children's learning journey records home to share with their families. In this way, they are kept well-informed about their child's progress and learning.

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

At Disley Under Fives Playgroup there is a well-established key person system enabling children to quickly build a trusting relationship with practitioners. Children feel secure within the setting and are able to play, manage risks, explore and learn so that they make good progress. Children's emotional well-being is of key importance. Key persons quickly notice and address any insecurities children display, working with parents to maintain a consistent approach to addressing children's needs. The setting works very closely with parents. They share information with each other about the children's progress, likes, dislikes and specific needs. They do this by using a 'Partnership book' which children have ownership of and decorate it themselves to make it personal. For example, if a parent shares a concern with a key person they work together to overcome any difficulty. One parent says, 'we had a new baby not so long ago and were concerned about how it would affect our child. The staff were great and very sensitive about it and so we got through it really well with not too many problems.' 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. As the playgroup is in the grounds of the primary school, children have access to the school playground and visit the reception class to join in some activities. This assists with a smooth transition into school where children are already familiar with the teachers and the

environment.

Children are encouraged to think about being healthy. Practitioners promote healthy eating and children's understanding of what is good to eat. This is displayed through children's own work as they decorate the snack area and information board with their own paintings. This is supported by text labelling the poster which promotes positive attitudes to healthy food. From a very early age, children independently wash their hands after using the toilet and before eating food. Children are set high expectations and rise to them as they learn from example and good practice. You can regularly hear the staff encouraging positive thinking with comments, such as 'we do this at Disley Under Fives'. Children are encouraged to be physical as part of a focus on healthy living. For instance, the playgroup have been actively taking part in the 'Greater Sports Legacy' physical education programme.

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

At Disley Under Fives Playgroup there are highly effective safeguarding procedures in place to keep all children safe. Recruitment procedures are effective and ensures that applicants are suitable to work with children. During their induction within the setting, management ensure that practitioners are familiar with all safeguarding policies and procedures. Consequently, all practitioners have a secure knowledge and understanding of how to keep children safe from harm. There are aspects of safeguarding which are very good, such as the practice of using a unique password for each child that is needed in order to collect or discuss children.

Parent's views are taken into consideration by the playgroup to maintain high quality care. This is a committee run playgroup, which consists mainly of parents. Therefore, parents have an active interest in the setting and are confident their children are progressing well within it. Practitioners' recording of children's developmental progress is frequent and regular, ensuring needs are assessed often and are accurately met. This assessment process is used as a foundation to plan suitable activities and play opportunities for the children. Systems to record children's progress are good and enable practitioners to share information with parents, carers and relevant professionals from other settings and organisations. The playgroup uses a programme of assessment that supports the self-evaluation of their own practice. Therefore, not only are they successful in identifying children's unique needs, but are able to clearly see if they have a need to improve their own practice. This information is shared between practitioners to support them in their reviews and ensure the best practice for all children. Self-evaluation is good with many plans for further improvement identified and actioned.

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	EY354409
Local authority	Cheshire East
Inspection number	873510
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	36
Name of provider	Disley Under 5s Playgroup Committee
Date of previous inspection	10/06/2009
Telephone number	07885 426000

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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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