

Ladybarn Community Playgroup

Ladybarn Community Centre, Royle Street, Fallowfield,, MANCHESTER, M14 6RN

Inspection date

16/05/2014

Previous inspection date

29/06/2010

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 partnerships with parents help children form secure emotional attachments. Consequently, children are well prepared for their transitions, both into the playgroup and on to school.
- Behaviour management is supported consistently. Consequently, children show high levels of self-control during activities and confidence in social situations.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently. This ensures that children's welfare is protected and children are kept safe from harm.
- Children's good health is supported because snacks are varied and nutritious and there are opportunities throughout the day where children are encouraged to engage in physical activity. As a result, children develop an understanding the importance of physical exercise and a healthy diet.

It is not yet outstanding because

- There is scope to improve the already good monitoring of staff in order to promote further reflection on their teaching practices to raise the quality of provision to the highest possible levels.
- There is scope to strengthen links further with external agencies and other providers in order to enhance further the interventions that children receive that support their 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.

Inspection activities

- The inspector observed activities across the setting.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the setting and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Karen Armstrong

Full report

Information about the setting

Ladybarn Community Playgroup was registered in 2010. It is privately owned and on the Early Years Register. The playgroup operates from a large hall within the community centre. There is an enclosed outdoor play area. It is open Monday to Friday during term time only from 8.30am to 11.30am. There are 55 children on roll in the early years age range. There is a qualified manager and six staff who work with the children. All of the staff hold an early years qualification at level 3. The playgroup receives support from an early years teacher.

What the setting needs to do to improve further

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

- extend a programme of peer on peer observations and the further monitoring of staff practice in order to promote further a culture of reflection which in turn will reflect on the quality of teaching and learning
- strengthen the links with external agencies and partners in order to enhance further the interventions that children receive that support their individual needs.

Inspection judgements

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

The quality of teaching in the setting is good and staff are very knowledgeable about the Early Years Foundation Stage. They know that children learn best through play and first-hand experiences. Children are encouraged to use real resources to support their learning. For example, children pour their own milk from a jug and experiences, such as weight, capacity and physical skills, are developed. The playgroup provides a wide range of appropriate, stimulating activities for the children both inside and outside. Consequently, children are motivated to learn and make rapid progress across all areas of learning in readiness for school. Staff deliver consistent practice, observing, assessing and planning effectively for each child's progress with a clear knowledge of each child's character, needs and learning style. They consistently take into account each child's interests when planning for their next steps. For example, a planned assault course supports children's understanding around balance, skills in jumping and throwing as well as concepts, such as over, under, higher and lower. Parents are involved in their children's learning from the start, staff ask them about what their children can already do. Staff talk to parents daily and share a summary review with parents each term where next steps for learning are identified.

The mathematical development of children is fostered well in the setting. Opportunities

are made both during child-initiated play and planned and routines times to promote mathematical concepts. For example, children are encouraged to count visual displays during their play and children are encouraged to add and subtract during story-telling and song activities. Staff use open-ended questions to support children to think and analyse problems and staff use skills in descriptive commentary to enhance children's vocabulary throughout the day. Literacy and numeracy areas and resources are promoted well and children are encouraged to develop their writing skills further in activities outdoors. The use of information and technology is fostered and children have opportunities to use a range of technological resources where children are encouraged to make choices and operate the resources independently. Children have access to a wide range of books and props to support in storytelling and enjoy sharing them with practitioners and listening to their favourite stories. Opportunities are regularly used with children to enjoy songs both during routine times and child-initiated play. A variety of props is available to encourage children in both storytelling and the singing of their favourite songs.

Children are secure in their environment and confidently leave the carers to go off and explore. Children are offered challenge and are supported and encouraged to make choices. For example, children choose resources which are easily accessible to develop their play further, such as finding bricks to build a wall to jump over for the 'assault course'. Parents are encouraged to contribute towards their child's learning by providing information about what children like and can do at home. This shows that practitioners value the parents' views and understand the importance of parental partnership in children's learning. The outdoor area and resources provide opportunities for children to do a range of physical skills, such as jumping, balancing, throwing, catching and cycling. It also provides opportunities for children to gain an understanding of the world around them, such as a growing plot, shrubs and bushes that encourage wildlife to be viewed. Children are encouraged to use the outdoor area and they do so with awe and excitement developing their natural curiosity and investigation. Staff have a good understanding of the importance of helping children to gain the necessary skills for when they move on to school. For example, children talk daily about the weather and the days of the week and children are encouraged to develop their independence skills during routine times. For example, they are encouraged to put on aprons before going into the water, prepare their own snack and pour their own drinks. Children are encouraged to tidy up after being given a advice, to help them plan and prepare for the next routine.

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

The key person system is strong and provides support for both the children and their parents as both develop positive relationships with the key person. Parents comment that they find all practitioners supportive and knowledgeable. Parents get daily updates about their child's achievements and opportunity is given to discuss any concerns, such as support in behaviour management techniques. This is because staff understand the importance of children feeling safe, secure and confident before they are able to show an eagerness and readiness to learn. This approach effectively supports children's emotional well-being and provides the smoothest of starts for them. The setting has developed some links with local feeder schools and there are plans to invite key staff from the schools to the setting during the final half term of the year.

Parents provide a packed lunch for their child a couple of days a week. Although parents are encouraged in ensuring it is a healthy lunch, plans are in place to update the healthy eating policy to promote even further the awareness of healthy eating. A variety of healthy snacks, milk and water are provided by the playgroup and children are encouraged and supported in making choices and developing their self-help skills. This ensures that the children enjoy healthy food and experience a variety of tastes as well as develop further their independence skills. Dietary and medical needs are fully discussed and taken account of. Where other special requirements are identified, staff work in partnership with other professionals and parents to ensure that every child receives the support they require. Children are kept safe, exterior doors are kept secure to ensure that only authorised individuals access the setting. Effective risk assessments ensure that all areas and equipment are fit for use. For example, the indoor and outdoor areas are checked prior to the setting opening to ensure it is suitable for the children to access. Children are reminded about safety and are generally enabled to take risks to further develop their skills. For example, children are encouraged to develop their skills in balancing whilst undertaking the assault course. Children receive encouragement and praise throughout the session, which effectively builds self-esteem and promotes emotional security.

The environment is stimulating, friendly and well resourced. All resources are stored at low level to encourage children's engagement and independence. Inclusion is given a high priority. As a result, children learn to accept each other's similarities and differences and this is role modelled by staff at all times. Children's behaviour is managed well and parents are supported in understanding behaviour management techniques used at the setting. Staff regularly get down to children's level and calmly talk about their expectations. As a result, the focus is on a positive atmosphere of mutual respect and trust, where staff frequently praise children's efforts and achievements.

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

Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about a child's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough and, as a result, children are cared for in a safe environment. All practitioners have a current Disclosure and Barring Service check and they regularly sign to say that there have been no changes to their circumstances that affect their ability to work with children. All staff attend training and are all required to complete key training, such as Safeguarding Level 1. Consequently, safeguarding procedures are fully understood by all staff. Newly appointed staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the playgroup. Regular supervisions and team meetings are in place to discuss strengths and weaknesses and there are plans to link with other settings where there will be a focus of sharing good practice.

The new manager and the owner are fully committed to providing a high quality service

for children and encourage parents to take an active part in their children's learning. The progress of all children is monitored to ensure that staff are accurately assessing each child and providing appropriate activities to help them to make good progress. The manager is planning to follow the lead of the previous manager in observing staff's practice to develop further effective teaching and learning. There are also plans to develop peer observations to extend this approach further so that children continue to achieve good levels of achievement in all aspects of their learning. Self-evaluation is used to good effect and there is a strong commitment to continually improving and developing the setting from both the manager and the owner.

Staff build positive relationships with parents and chat with them on a daily basis about their child's achievements and well-being. They invite parents to give informal feedback as well as complete parents' questionnaire regularly. This approach enables parents to feel welcomed and a genuine part of their child's care and education. Notice boards around the playgroup provide parents with additional information about childcare issues and about the Early Years Foundation Stage. It also provides information about the local health visiting service. This helps parents support and develop their children's learning at home and make links in their local community. Parents comment to say they are very happy with the care provided and that the staff are 'friendly and welcoming' and that the setting is 'supportive and cares for my child's needs'. The playgroup has plans to invite key feeder schools to sessions over the last half term now that it has been identified which school children are moving on to. This will help to support children and their parents in their transition when moving on to school. Staff are encouraged to share good practice within the team and there are plans to develop this further across other settings. Their self-evaluation of the playgroup takes into account the views of parents and staff and there is commitment to continue this self-evaluation process in order to have a continued impact on the improvement of the playgroup.

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	EY402691
Local authority	Manchester
Inspection number	879446
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	55
Name of provider	Emma Stoddart & Lynn Gardner Partnership
Date of previous inspection	29/06/2010
Telephone number	0161 286 7531

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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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