

Offerton Green Playgroup

Mobile Classroom at Warrenwood School, Turnstone Road Offerton, Stockport, SK2 5XU

Inspection date

12/06/2014

Previous inspection date

10/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Skilled and qualified practitioners plan educational programmes, which are providing challenging and interesting experiences for the children and are linked to their interest and individual needs. As a result, children are making good progress towards the early learning goals.
- There is a well-embedded key-person system in place, which is effectively supporting children to form secure attachments with practitioners and promotes their emotional well-being and independence.
- There are effective systems in place for monitoring practice, planning and assessment. Consequently, individual or groups of children with special educational needs and/or disabilities are targeted and appropriate intervention is sought.
- Practitioners have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust systems are in place for recruitment and supervision of practitioners. As a result, a strong team has been recruited and retained.

It is not yet outstanding because

- There is scope to further develop current systems to effectively support all parents to share information and feedback and promote children's learning at home.

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 indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Offerton Green Playgroup was registered in 2002 on the Early Years Register. It is run by a voluntary management committee. The setting operates from a single storey building in the grounds of Warren Wood Primary School in the Offerton area of Stockport. Children have access to a secure outdoor play area within the school playground. The setting is open Monday to Friday from 8.55am to 11.55am during school term times. There are currently 26 children on roll who are all within the early years age range. There are four members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years and one holds a qualification at level 2. The setting provides funded early years education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- improve current systems to ensure that all parents are supported to share information and feedback and promote children's learning at home.

Inspection judgements

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

The indoor and outdoor environment throughout this setting is stimulating, exciting and well organised into areas of continuous provision, which are effectively linked to the seven areas of learning and development. There is a range of resources, which are clearly labelled and accessible to all children, enabling them to independently select what they want to play with. A small group of children enjoy experimenting with a variety of resources in the water tray; one child is eagerly 'catching' fish with a magnetic fishing rod, while another child enjoys filling and emptying water into different sized containers. Children are learning through interesting and challenging activities, which have been purposefully planned to meet the individual needs of each child. Practitioners have a good knowledge and understanding of the Early Years Foundation Stage framework and how to promote children's learning and development. Practitioners work effectively together and combine their skills and knowledge efficiently to plan an environment with a great emphasis on the prime areas of learning. Practitioners support children who speak English as an additional language by modelling vocabulary and sentences, as well as using non-verbal communication, such as signs and gestures. Practitioners celebrate other cultures and invite parents in to sing songs in different languages and share food with the children from other countries. As a result, children are developing a good knowledge and understanding of similarities and differences amongst themselves and others. The quality

of teaching across this setting is strong. For example, children enjoy experimenting and exploring in the messy play area with different small world dinosaurs, which have been immersed in shaving foam. Children take great delight pulling out the dinosaurs and trying to guess the correct names. When a practitioner joins this activity, she extends it further by encouraging the children to write the first letter of the dinosaur names in the shaving foam. Children then independently being to write their own names.

Practitioners know children very well in this friendly setting and have a child-centred philosophy, which puts the child at the heart of what they do. There is an effective key-person system in place. Practitioners take responsibility for maintaining a learning journey for each child in their key group. This is kept to a good standard and contains observations of the children throughout their time at this setting. Practitioners have high expectations for all children based on accurate initial assessments, which are gathered on entry and agreed with parents and ongoing assessments, which they use effectively to get to know the children's interests and learning styles. As a result, practitioners are planning next steps in learning, which are suitably challenging and meet the individual needs of each child. During the recent holiday break, children were encouraged to send post cards to the setting from their holiday destinations and bring in leaflets and information from the places they had visited. A small group of children spent time talking to a practitioner about what they had done on their individual holidays. The practitioner provided the children with plenty of time to talk and listened carefully to their responses. As a result, the children talked confidently and excitably as they recalled past events. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, they are developing their muscle control as they are provided with different sized paint brushes and buckets of water to make marks on the walls outside. This was organised after a small group of children displayed an interest in spraying water on the ground and watching as it 'disappeared'. There is an outdoor area for all children to access where they enjoy the opportunity to move around the area in different ways. Children enjoy the opportunity to climb on large crates and tyres, as well as learning to manage their own safety when they are provided with the opportunity to use the school climbing equipment. As a result, children are enthusiastic and curious learners who are progressing well towards the early learning goals, given their starting points.

This setting offers an inclusive environment where diversity is valued, as a result, children are learning to respect and value themselves and each other. Practitioners are working effectively with the wider early years team in the adjoining primary school. Therefore, children enjoy visiting to participate in key events, such as Harvest festival and Christmas concerts and they have time to mix with the older children. The key-person system supports most parents to contribute to their child's learning and development records. For example, parents are encouraged by practitioners to record comments about their children's achievements and post them on the parents' board or in their child's learning journey. The setting operates a book-sharing system, where children are encouraged to choose their favourite story and take it home to share with parents. However, there is scope to further develop the current systems for supporting all parents, in order to enhance children's learning at home and encourage all parents to share information and feedback.

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

The well-established key person system ensures that children are making strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Practitioners greet and welcome the children and their parents into the setting, which ensures that the children feel valued and cared for and that relationships with parents are good. Children spend quality time with their key person during snack time, where they have the opportunity to share experiences and achievements from the morning and talk about what they would like to do during the second part of the session. The process to help children settle into the setting is highly effective. New parents and children are invited in for two sessions prior to the start of term to meet the practitioners and take time to tour the setting. There is a gradual admission for new children at the start of term to ensure that the move into the setting is smooth. The settling-in period is tailored to meet the individual needs of each child and their parents, if required, to ensure that the child's individual needs are being met. As a result, children demonstrate that they feel safe and secure within this setting. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences.

Practitioners are well deployed within this setting and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are being supported to manage their own behaviour because practitioners explain to them the importance of sharing and taking turns. As a result, children are demonstrating a secure level of understanding of the behavioural expectations and they show good self-control. Behaviour within this setting is good. Practitioners support children's emotional well-being through the use of resources, for example, sharing stories that reflect on feelings. As a result, children are beginning to understand their own emotions and feelings and those of others. Children are learning to follow routines as they are encouraged to tidy away after each play session.

Children are progressing well in this setting as they are encouraged to be independent and manage their own personal care needs, where appropriate. For example, practitioners are supporting children to go independently to the toilet and wash their own hands thoroughly without needing to be prompted. Children also independently wash their hands after messy play and before snack. The setting provides children with healthy and nutritious food. Practitioners ensure that all mealtimes within this setting are sociable. Practitioners sit with the children while they are enjoying a selection of fruit for snack. As a result, practitioners are demonstrating the importance of healthy eating and are using this time effectively to talk to the children about the different foods, which they are eating. Therefore, children are developing a good knowledge of different food choices. Children have access in all weathers to the outdoor area where they enjoy fresh air and regular daily exercise.

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

This inspection was a re-inspection following an inadequate judgment. The manager and team have worked incredibly hard and made substantial improvements and met all the actions raised at the last inspection. The manager continues to support the practitioners to ensure that there is a good balance of adult-led and child-initiated activities and that the activities are linked to the children's interests and needs. The setting is celebrating and promoting other cultures and supports children who speak English as an additional language to use both languages in the setting.

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all practitioners. Practitioners have all attended appropriate safeguarding training. Risk assessments and daily checks of this setting are thorough and accident recording and reporting procedures meet requirements, which ensure that children are well protected within a safe and secure setting. Further risk assessments of the school grounds, which are accessed by the children, are also carried out and reviewed regularly. Qualified and experienced practitioners are effectively deployed throughout the setting. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. As a result, they have recruited a strong team who are experienced and well supported within the setting. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. There is a comprehensive induction procedure in place for new practitioners to ensure they are fully aware of their own and others, roles and responsibilities. Consequently, the quality of teaching is consistently good and maintained across the setting.

The manager has a good knowledge of the Early Years Foundation Stage framework and her responsibilities in meeting both the welfare requirements and the learning and development requirements. There are effective systems in place for monitoring the quality of teaching and learning across the setting. The manager takes responsibility for monitoring and reviewing the children's learning journeys. She ensures they are up-to-date and that observations and assessments of the children are accurate and reflect their age and stage of development. Practitioners' training needs are identified through a variety of methods, such as the manager's undertaking of peer observations. As a result, practitioners are encouraged to access appropriate training courses to meet their individual needs and continuously develop their professional practice. Practitioners carry out peer observations of each other and reflect on the activities, which have been carried out. Therefore, they are sharing good practice and utilising the skills and expertise of their colleagues effectively. The manager sets high standards for the quality of the provision. The manager regularly reflects on the practice and provision and she is regularly setting targets for improvement and striving to achieve these to ensure that the setting is continuously improving. Since the last inspection, the manager and team have been working closely with the local authority and an associate setting to ensure that they met all the actions raised.

Practitioners have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development and the care, which they provide. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning

experiences and achievements, as well as their care needs. The setting operates an open-door policy where parents are clearly invited and welcomed into the setting on a daily basis. Parents speak highly of this setting and the practitioners. They state that there have been vast improvements made since the last inspection and express that they are very happy with the care and learning, which their children are receiving. The setting has developed strong partnership working arrangements with an associate setting who has been providing the practitioners with ongoing support and in-house training to ensure the setting is continuously making improvements to their practice and provision. There are effective partnership working arrangements between this setting and the primary school in preparation for children making the move between settings. These are well established and contribute to meeting the children's needs and preparing them for the next stage of learning.

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	EY245219
Local authority	Stockport
Inspection number	963163
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	26
Name of provider	Offerton Green Playgroup Committee
Date of previous inspection	10/10/2013
Telephone number	01612852362

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Type of provision

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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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