

Raglan Road Playgroup

The Scout Hut, Walton Park, 33 Raglan Road, SALE, Cheshire, M33 4AW

Inspection date

20/06/2014

Previous inspection date

01/12/2009

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

- Children's learning and development is effectively supported by the good quality of teaching used by the staff team. Staff use lots of language and praise and as a result, children develop their communication and language skills well.
- The manager drives improvement well, through effective evaluation that identifies areas for development, which encourages staff to aim for higher standards to benefit the children.
- Staff establish good relationships with parents, which underpin an effective key-person system. They involve parents in their children's learning, which aids progress.
- Children are continually safeguarded as staff are fully aware of their responsibility to supervise them and protect them from harm.

It is not yet outstanding because

- Children cannot easily see what toys are available in the outdoor garage, which reduces their ability to make independent choices.
- There is scope to improve the outdoor environment further in order to build on children's literacy and numeracy development.

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 toured the whole of the indoor and outdoor areas of the pre-school.
- She observed activities in the play room and the interaction and learning between the staff and children.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation and improvement plan.
- The inspector sampled a range of documents, which cover the learning and development requirements, including observations, planning and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- The inspector held a meeting with the manager and the chair of the committee.
- Discussions took place between staff, children and the inspector at appropriate times during the inspection.
- The inspector took into account the feedback of parents.

Inspector

Lisa Maidment

Full report

Information about the setting

Raglan Road Pre-School was registered in 1965 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It holds charity status and is managed by a committee. It operates from the main room of a scout hut in the Brooklands area of Sale, Manchester. The pre-school serves the immediate locality and also the surrounding areas. It is open each weekday, term time only. Sessions are from 9am to 12pm, and from 12.30pm until 3pm on a Thursday afternoon. Children attend for a variety of sessions. Children can attend for a morning or afternoon session. Children are cared for in the main room with associated facilities and have continuous access to a secure enclosed outdoor play area. There are currently 52 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for three- and four-year-old children. There are currently six members of staff working directly with the children, all of whom have an appropriate early years qualification. The pre-school works closely with the local authority and is supported by Trafford Sure Start. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- strengthen opportunities for children to choose their resources independently in the outdoor garage, for example, by knowing what toys are inside boxes
- enhance and build on children's literacy and numeracy development, for example, by providing print and numbers in the outdoor environment.

Inspection judgements

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

Children make good progress in the pre-school because they are stimulated with activities, which allow them to stay motivated and enthused. The manager and her staff take time to plan activities that enhance children's knowledge in order for them to move towards the early learning goals. Children develop good abilities in communication and language because the setting uses a national programme of learning that develops the listening and speaking skills of children. Parents interact with children's learning; working in close partnership with their child's key person to identify any gaps in their language development. The manager and her staff have a good understanding of the seven areas of learning in the Early Years Foundation Stage and provide activities, which have depth and are differentiated for different ages. Staff use distinctive language structures, which help younger children understand what is required of them. They demonstrate activities, talking through their actions as they go, for example, staff members move around on scooters in

the outdoor environment encouraging children to balance and use their legs appropriately. They support children using praise, which encourages children to have a go. As a result, children move confidently towards their next stage of learning.

Photographs are taken to highlight children's emerging abilities. Observations used alongside these help staff to assess children's learning. Clear planning ensures that children make progress using their next steps. Development is recorded through vigorous assessment and progress is highlighted regularly and shared with parents. The manager identifies children's initial development stage when a child first starts through a preliminary discussion with parents. The progress check for children between the ages of two and three years is completed and shared with relevant parties. Visual procedures showing the day's activities are displayed and followed to ensure children understand the routine of the session. This helps children to become settled and know what is happening throughout the day. Consequently, children have lots of opportunities to learn and make good progress.

The pre-school is set up well. The room is large and has age appropriate furniture to allow children to play. There are lots of invitations for learning set up ready for children when they arrive. High quality toys help children engage and learn. The access to the outdoor environment is constantly open, allowing children the choice of where to play. In the outdoor environment, children have access to an area where they can play with bikes, water and sand. They can roll a ball, play with hula hoops, or shoot a basketball. The outdoor garage is also open to allow children to choose their play to promote independence. However, it is not always easy for children to see everything that is available in the boxes and this reduces opportunities for them to make choices. There is also further scope to enhance the garden to ensure that children have the opportunity to experience a richer environment. For example, there is not enough print in the outdoors to encourage literacy skills, or numbers to promote numeracy.

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

Children are looked after well in the pre-school. Staff are very caring and help children to achieve with enthusiasm and encouragement. Positive praise is constantly used to promote self-esteem. Cuddles are given to children who feel unsure or sad when parents leave them for the first time and can express their emotions without judgement. Children take themselves to the bathroom to wash their hands to help them become independent. Staff reassure children to empower them to have a go. For example, when climbing on the climbing frame, a member of staff stays which inspires children to remain motivated and build up confidence. Children adopt good behaviour as staff promote sharing and working together to accomplish tasks. Staff support change in order for children to learn to become independent, ready for the transition to their next stage of learning.

Children's good health is promoted through the provision of healthy snacks. They enjoy a wide variety of fresh fruit and vegetables daily. Fresh water and breadsticks are available throughout the session and children help themselves and pour their own drinks, promoting independence. Staff take children to the local allotment, where they learn how to plant,

tend and grow foods, which are good for them. Children take part in growing activities, which teach them where food comes from and supports their understanding of the natural food cycle. Children take part in activities daily, which support their physical development. They actively run round, jump, slide, cycle and climb to build their skills and learn how to be active. Annual sports days take place in the local park, which focus on children's physical abilities and parents are invited to watch promoting self-confidence and assurance. Subsequently, children are fully supported in physical development in order to adopt healthy lifestyles and well-being.

The manager takes the safety of children as paramount. She ensures they are able to take part in activities in a safe and secure environment. Daily checklists make sure any hazards in the pre-school are identified and made safe quickly. Appropriate safety equipment is used to prevent injuries to children. Parents are invited to help out within the session to continually support the pre-school and staff explain procedures to them to ensure they remain safe. The manager ensures there is a good balance of staff between the indoor and outdoor environment, who follow children's leads. They are on hand to support children who need additional help when engaging in activities. For example, children take small risks by climbing up the climbing frame unaided, safe in the knowledge there are adults nearby to help when needed. As a result, children build their independence skills because they know they are safe in the environment to carry out activities with an adult close by for support.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are met and children's security is promoted well. Staff are vigilant in keeping children safe and written risk assessments support this. The manager and her staff understand the procedures to be followed in the event of a child protection concern and all staff have taken part in appropriate training to support their knowledge. The committee of the pre-school have made sure that all staff have appropriate statutory checks in place for suitability and are appropriate to work with children. Policies are shared with parents and a monthly spotlight on an individual policy ensures parents understand the responsibilities of staff and the committee. Therefore, children are safeguarded well during their time at pre-school.

The manager is a qualified teacher. She uses her good knowledge of how children learn to model effective practice to other staff members. Staff undertake a professional approach to teaching and children learn at a good rate. The manager monitors and evaluates the educational programmes of children well. She records different cohorts of children to ensure they progress appropriately and is quick to identify and narrow any gaps in their learning. This indicates the importance placed on maintaining a good quality of teaching in order for children to progress well in their learning. Self-evaluation is good. Areas for improvement are identified and staff, the committee and manager work collaboratively to ensure that good practice of staff is observed on a regular basis and the monitoring of development is robust. The manager and her staff attend training with their local authority and cascade down any findings through monthly meetings and appraisals. Consequently,

children are supported well to ensure they make good progress in their learning and development.

Relationships with outside agencies are good. The manager works hard to build up good communication with schools and other settings with shared care of children. For example, teachers from the local schools visit children before they move to school, in order to build relationships and share information. Partnership with parents is good. The manager sends out newsletters regularly to parents to give them information about the pre-school. She encourages parents to come into the setting and help out with sessions. Parents are able to view and contribute to their child's learning journal and discuss with their key person about their current progress regularly. The views of parents are sought through annual questionnaires and there is a suggestions box in the entrance foyer to gather reflective feedback. Parents speak highly of the pre-school staff and comment on how their children arrive and settle happily each day.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	318669
Local authority	Trafford
Inspection number	877029
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	52
Name of provider	Raglan Road Pre-School Playgroup Committee
Date of previous inspection	01/12/2009
Telephone number	07932 793 093 or 0161 976 1339

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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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