

Hazel Grove Methodist Playgroup

Wesley Street, Hazel Grove, STOCKPORT, Cheshire, SK7 4JQ

Inspection date

15/07/2014

Previous inspection date

02/03/2009

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

- The educational programmes on offer have depth and breadth across all areas of learning and children's motivation for learning is ignited through interesting and challenging experiences that meet their individual learning and development needs.
- The quality of teaching is consistently good. All staff complete accurate, detailed assessments of children's progress and plan a range of activities in order to meet their individual learning needs. Consequently, children are making good progress in all areas of learning.
- 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.
- There are strong relationships in place with parents. Staff work with parents in close partnership to support children's overall care and their learning needs.

It is not yet outstanding because

- Children do not always experience an environment which promotes their awareness of language diversity, cultures and religions of the world.
- The manager has not yet fully explored the use of the monitoring of educational programmes in order to further evaluate and enhance the playgroup's already good practice.

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 toured the whole of the indoor area of the playgroup. She observed activities in the playroom, on the lawn outside and the interaction and learning between staff and children.
- The inspector checked evidence of suitability and qualifications of staff working with children and the providers understanding of self-evaluation and improvement.
- 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. 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

Hazel Grove Methodist Playgroup was registered in 2005 and is on the Early Years Register and run by a committee from the church trust. It operates from a large hall within Hazel Grove Methodist Church, in the Hazel Grove area of Stockport. The playgroup serves the immediate locality and also the surrounding areas. It is open each weekday, during school term-times. Sessions are from 9.15am to 11.45am, and children attend for a variety of sessions. Children are cared for in the main room with associated facilities. There are currently 53 children in the early years age range on roll. The playgroup receives funding for the provision of free early education for three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are six members of staff working directly with children, five of whom have an appropriate early years qualification. The playgroup works closely with the local authority and is supported by Stockport Borough Council.

What the setting needs to do to improve further

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

- develop the use of print, books and resources which reflect the language and cultural diversity of different countries and religions of the world so that children gain a wider appreciation and understanding of the world around them
- develop ways in which the monitoring of educational programmes can enhance the already good practice across the playgroup in order to strengthen children's learning even further.

Inspection judgements

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

Children make good progress in their learning in the playgroup because all staff recognise and understand how children develop. Staff take their knowledge of their key children's interests and build up areas of learning which are fun and stimulating. For example, the home corner is set up as a school for children moving onto their next stage of learning. Children have lots of opportunities to make marks to increase their literacy skills. They count numbers on abacuses for numeracy and use calculators to enhance their understanding of information and communication technology. Communication and language development is encouraged as staff use words, such as 'big dinosaur' and 'huge towers' to introduce and extend vocabulary. Staff use the starting information they receive from parents when children begin at the playgroup to support their initial observations. As a result, children confidently move towards the early learning goals.

Staff use photographs and observations of children's learning to inform their planning. These build up children's learning journals to show their abilities to succeed and progress. Taking individual children's achievements and building on their next steps, staff support children to learn. Planning is individual to each child and is based broadly around their interests. Any gaps in learning are identified quickly and plans are put into place to increase opportunities for development. Routines are strong. There is a good balance of adult-led and child-led activities. Staff sit down with children to enhance different areas of learning. For example, staff members encourage children's investigative skills by building towers for dinosaurs to fit through. Children make predictions about size and space, and test out their predictions using demonstration. This builds on their numeracy development. Effective learning takes place because all staff have good teaching skills. They teach social skills by providing water play and cloths. Young children chat away with each other as they wash and dry, pots and pans. This supports language and communication development. Consequently, children are gaining the necessary skills for their next stage of learning.

The playgroup operates from a large room. There is plenty of space for children to move around. There is a good range of larger equipment and small resources, which children can play with. For example, for physical development, the playgroup has a large climbing frame in the hall. The playgroup is inclusive. Children with special educational needs and/or disabilities have good opportunities to engage and are fully supported by all the staff. Children with English as an additional language are welcomed and play alongside their key person, to increase their understanding of language and enhance their social skills with others. However, there are opportunities to provide a wider range of resources that reflect language diversity and other cultures of the world to help children to gain a wider understanding of the world around them. Folders with photographs of resources are provided in each area of learning to allow children to identify and choose their play. Therefore, the playgroup is fully inclusive for all and offers a wide variety of choice for children.

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

Children are well supported by staff in their emotional development. Self-esteem is promoted as staff take the time to talk with children. They use encouragement, praise and high fives to build up children's confidence and respect. Children share resources and behaviour is good. Staff work with children to develop their understanding of the difference between right and wrong. They use words, such as 'Is this good?' to encourage children to critically think through their actions. Children are motivated and eager. They build confident friendships with their peers. Lots of cuddles with younger children encourage them to settle quickly. Consequently, children build on the emotional skills needed for school.

Snack time is a social occasion for children where they sit down in groups of a similar age. Snacks are healthy and nutritious, and fresh fruit is available every day. Children help prepare the snack and develop independent skills which are vital for their future. For example, they cut strawberries using a knife and pour their own drinks, recognising when

their cup is full. This helps develop their hand eye coordination. Allergies and preferences are identified from ongoing information recorded by parents. Staff respect the wishes of individual children due to their cultural needs. Care routines are practiced efficiently and children bring their own towels in from home to dry their hands. Children and staff talk of healthy bodies and how they are strong. Children demonstrate their understanding of strong muscles if they drink their milk. As a result, children learn vital life skills for the future.

Children have lots of opportunities for physical play. Although the playgroup does not have a designated outside area, staff give children the opportunity to get fresh air daily. They go for small walks to a local nursery and play on their outdoor equipment. They sing songs and engage in physical exercise on a small area of lawn in the grounds of the hall. Children learn about planting and growing as they plant sunflowers and take them home. In the winter, staff bring in snow and ice, and have discussions about how children can keep their body warm in the outdoor environment. Inside the hall, children ride around on bicycles. They climb on the large climbing frame and slide down. Children have a good understanding of safety as they talk to each other about being careful. Children can be heard explaining to younger children that you slide down, and not climb up, the slide. Consequently, children have a good understanding of keeping themselves safe and opportunities to learn about safety in the environment.

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

Safeguarding is good. Effective practice is managed to ensure children remain safe inside the hall. For example, when picking up children, parents and carers use pre-agreed passwords to ensure that children go home with appropriate people. Staff manage the doors of the playgroup carefully, so children cannot leave the building unsupervised. All staff have good knowledge of child protection and have been on training for safeguarding as part of their continual professional development. Whistleblowing procedures are embedded efficiently within the setting and the manager has a good understanding of recognising children who are at risk. All safeguarding and welfare requirements of the Early Years Foundation Stage are met. Therefore, children are kept in a safe environment and are secure while playing.

The recruitment and monitoring of staff is good. Staff undertake a professional approach to teaching, and children learn at a good rate. The manager has begun to monitor and evaluate the educational programmes of children. She is planning to broaden this good practice to develop further the effective teaching of staff and extend childrens learning. The playgroup follows stringent policies and procedures and ensures any hazards are identified on a daily basis to prevent accidents or injuries. The evaluation of the playgroup is good. Areas for development are identified and the manager works closely with a local authority advisor to implement effective changes. For example, a safe, designated area for outside learning is currently being sought from the church. Questionnaires are sent out to parents to gather evaluative feedback to improve practice.

The playgroup works closely in partnership with local schools and nurseries. Children have

opportunities to visit settings to use their facilities. The manager has good partnerships with outside agencies that support children who have been identified with delays, for example, speech therapists. Parents speak positively of their experiences of the playgroup and the hard work and dedication of the staff. For example, they say, 'We really cannot fault the playgroup. They have been fantastic in meeting the needs of my children and preparing them for their transition to school. I would highly recommend them and wish them well for the future.' This further supports the hard work and dedication of staff to make sure that children learn the vital skills required for their 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	EY315285
Local authority	Stockport
Inspection number	878015
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	53
Name of provider	Patricia Ann Clayton
Date of previous inspection	02/03/2009
Telephone number	0161 483 0150

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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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