

# St Mary's Playgroup

Church Hall, Vicarage Road, Davyhulme, Urmston, Manchester, Lancashire, M41 5TP

## Inspection date

16/07/2014

Previous inspection date

20/11/2013

## 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

- Staff have a good knowledge and understanding of the Early Years Foundation Stage. They use this knowledge effectively to plan activities that support children's good progress towards the early learning goals.
- Leadership and management are strong. The management team are pro-active in ensuring that regular monitoring is in place, which supports targeted self-evaluative practice. This means that the nursery is continuously improving in order to support children's needs.
- Staff have a good understanding of effective safeguarding procedures and regularly review their safeguarding practice. As a consequence, children are well protected and safeguarded in the nursery.
- There are good parent partnerships in place and strong partnerships with other professionals. Staff value the opinion of parents and work hard to develop relationships, in order to provide a consistency of care for children and meet their needs well.

### It is not yet outstanding because

- Resources for children to use in the outdoor area are less well established than resources in the indoor environment. Therefore, there is room for improvement to further enhance children's learning.
- Opportunities for children to consistently develop their independence skills at snack time are not yet embedded in 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 observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, a member of the committee and a local authority adviser at different times throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's self-evaluative practice and improvement plans.

## Inspector

Elisia Lee

## Full report

### Information about the setting

St Mary's Playgroup was registered in 1992 and is on the Early Years Register. It operates from a large church hall, which is used by other community groups in the afternoons and evenings when playgroup is closed. The hall is situated in Urmston, Manchester. The playgroup is run by a committee. There is an accessible toilet, baby changing facility and cloak room for children to use under supervision. Children have supervised access to an enclosed outdoor play area within the church grounds. The group employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two members of staff are unqualified. The group opens Monday to Friday, term time only, from 9am until 12noon. There are currently 41 children on roll, all of whom are within the early years age group. The playgroup provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The group 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:

- extend resources for children in the outdoor area, so that children's learning can be supported in order to achieve their maximum potential
- extend opportunities for children to develop their independence skills at snack time.

## Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide planned activities which offer targeted support to meet children's learning needs. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities. This supports children in gaining the necessary skills in readiness for school. Staff undertake purposeful observations which identify children's developmental stage and next steps in learning. Planning encompasses children's natural interests and developmental needs in all areas of learning. For example, children enjoy playing in the outdoor area that has been developed as 'a day out at the seaside' as part of a topic on transport. Children develop their language skills as they act out the scenario of being a train driver, and develop their counting skills through exchanging money for train tickets. In addition, mark making is encouraged by children writing down orders from their peers in the ice-cream parlour. Children are active learners and are fully engaged in learning. Staff are well informed about children's interests and develop activities which engage children in learning. For example, children explore patterns with paint, using small world car tyres, and enjoy using ribbon sticks in a dance activity to make large circular

movements with their arms. Staff consider how to differentiate activities to offer challenge to children. For example, younger children self-register as they enter the group by referencing a photograph of themselves, while older children are given their written name only. As a result, children make good progress in their learning and development.

Teaching and learning is good as staff have a comprehensive understanding of the Early Years Foundation Stage. Staff are well informed about effective teaching and support children's learning well. For example, staff show children how to write their name and role model how to reference a name card, to support their understanding of letter formation. Staff support children through effective questioning and by posing challenges to children. For example, children make different types of lines using paint and a member of staff asks if children can paint a zigzag line. Staff ask open-ended questions. This means that children have to consider an appropriate response, which supports children's language and communication skills. Staff are adept at interweaving learning through play. For example, children independently talk to staff about their favourite colours while painting. Staff extend this discussion by asking children which colours they would make if they mixed two paint colours together. Staff promote learning and teaching well. For example, children take part in a baking activity where they are asked to identify different ingredients and measure them out using a set of scales. This engages children in a discussion about different numbers and develops language skills using key words. Children with special educational needs and/or disabilities are supported through close partnership working with parents and purposeful partnerships with a range of other professionals. Children have fun at the group and are actively engaged in learning.

Good partnerships with parents are in place and staff are fully committed to enhancing these partnerships further. The views of parents are welcome at any time and staff are pro-active in addressing any parent suggestions. For example, the group has recently started sending a newsletter, via email, to all parents to further improve communication systems. There is a designated parents' information board in place which informs parents of planned activities. Parents contribute to children's learning through contributing items from home to support topics and undertaking further activities at home that support learning. Parents are involved in children's assessment, through contributing to baseline assessments, and the progress check for children between the ages of two and three years. Parents were consulted during the inspection and were complimentary about the nursery. For example, they comment 'my child is learning so much here that I don't want them to leave'. While a 'thank you' card documents the comment 'our child has flourished in the playgroup environment and will be well prepared for school when the time comes to leave'.

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

An effective key-person system is in place. Children start at the group on a gradual admission process and are allocated a key person on entry. Parents are welcome to stay with children as they settle, which allows parents to discuss information about their child and build positive partnerships. In addition, parents are asked to complete documentation about likes, dislikes and individual needs prior to admission. Staff are positive role models and interact with children at their level. For example, staff read stories to children, sit with

children as they play and role model how to use resources. Positive relationships are evident. For example, children are excited to see their key person as they enter the group and rush towards them to give them a hug. This shows that children are settled and feel secure in the group. Staff are extremely caring and nurture children's needs well. Behaviour is good. Staff observe children well and are quick to respond to any disputes, such as if children express the desire to use the same resource at the same time. Staff kneel down, so they are at children's level, and discuss the concepts of sharing and being friends. Staff praise children throughout the day which helps to build children's confidence and self-esteem. Children listen well to staff requests and partake in daily routines. Consequently, behaviour management is good as strategies are in place that support positive behaviour.

Staff have a good understanding of the importance of risk management. Written risk assessments are in place, and written policies and procedures support good safety practice. For example, the building is also used by other community groups which means that staff have to be vigilant every day. Staff assess whether chairs have been stacked safely, cleaning equipment has been stored away and safety gates are secure to keep children safe. Risk assessments cover all areas of the provision, indoors, outdoors and activities. For example, children have recently enjoyed a trip on a bus around the local area. Staff considered the potential risks of a child getting lost, foreign objects on the floor and strangers talking with children. Daily safety sweeps are also undertaken to ensure that the environment and resources are suitable for children's needs on a continual basis. Staff effectively follow procedures which support safety. For example, a visitors' book is in use, so that staff are aware of all visitors on the premises and ensure that identification badges are checked. Children are building knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported through using the bathroom independently and self-selecting resources. However, when children eat snacks, opportunities to be independent are not fully promoted. Staff serve children with their food and drinks, rather than encouraging them to do this for themselves.

Children learn about healthy lifestyles through daily access to the outdoor area and walks in the local environment. In addition, children enjoy a weekly music and movement session, presented by an outside company, to further promote healthy lifestyles and physical development. The indoor environment is good and offers a broad range of resources to support children's learning. However, resources in the outdoor area are less well established, decreasing opportunities for children to make the most of outdoor learning. Children have a healthy snack each day, primarily made from toast, fresh fruit, milk and water. Individual dietary needs are catered for. Supportive transitions are in place for children. Staff meet to discuss children's needs on a regular basis. Teachers from the local school are invited into the group and staff take children on visit to the local schools. These partnerships are developing well and enhance children's transition experience. For example, children from the group have been invited on a school picnic and invited to attend a school assembly. Children are supported to prepare for change through discussion with staff. This means children are positive about moving to school.

### **The effectiveness of the leadership and management of the early years**

**provision**

Staff have an effective knowledge of safeguarding practice and procedures. Staff are aware of the authorities to contact should they be concerned about a child's welfare, and there are good reporting procedures in place. The manager ensures she monitors staff's knowledge, ensuring that all staff attend child protection training and regular discussions at staff meetings. Children are suitably protected as staff observe children well. For example, the nursery keeps thorough records of accidents, administered medication and attendance records, which helps staff to protect children and promotes their welfare. There are effective processes for selection and safe recruitment of new staff. The committee and manager work closely together and ensure that suitability checks are undertaken, induction processes are in place and references are gained. Effective induction, appraisals and supervisions are undertaken regularly. The group has a low staff turnover which shows that staff feel well supported by the management team. Volunteers are welcomed by the group and there are procedures in place to ensure that good safeguarding practice is maintained.

Staff have a thorough understanding of how best to support children's learning and development. Staff role model how to use the resources, play with children at their level, revisit prior learning and involve children in making decisions by giving them choices. The staff team work well together and attend weekly staff meetings, where they discuss practice, share information, gathered from peer observations, and discuss children's learning needs. The manager is pro-active in her approach, shows strong leadership and sets high expectations for staff. Staff attend regular network meetings and receive support from a local authority advisor. The environment incorporates different areas of continuous provision and the group is generally well resourced. The staff monitor children's development files on a regular basis. They identify gaps in children's learning through undertaking cohort tracking of children's progress. This data is shared with staff, so appropriate support strategies can be implemented. Staff are fully committed to improving their practice and have recently attended training on the Early Years Foundation Stage, the letters and sounds phonic scheme, and promoting positive behaviour. The manager ensures that staff members who attend training events cascade information to other staff, to enhance their understanding and practice.

There is a strong emphasis on self-evaluative practice. The staff effectively identify areas of strength and weakness, and are pro-active in ensuring that the service consistently improves. The management team have developed action plans, work in partnership with local authority advisers, complete training audits and attend network meetings where they liaise with other professionals. The staff are committed to developing purposeful partnerships with a range of other professionals. For example, teachers from local schools, childminders, speech and language therapists, special educational needs co-ordinators and local authority advisers. The manager has good ideas to develop these further. For example, the manager has plans to visit another provider to network ideas and share good practice. Effective partnerships are in place between parents and staff. These enhance all aspects of children's learning and care needs. As a result, children are comprehensively supported as they move towards the early learning goals.

## 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

<b>Unique reference number</b>	318678
<b>Local authority</b>	Trafford
<b>Inspection number</b>	962695
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	41
<b>Name of provider</b>	St. Mary's Playgroup (Davyhulme) Committee
<b>Date of previous inspection</b>	20/11/2013
<b>Telephone number</b>	0161 747 2216

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

