

# Barlow Moor Community Association

23 Mersey Bank Avenue, Manchester, Lancashire, M21 7NT

<b>Inspection date</b>	15/07/2014
Previous inspection date	19/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to notify Ofsted of changes to members of the committee. This is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage. This compromises children's safety.
- Assessment and tracking of children's progress is not yet consistently embedded in practice. This means that teaching of planned activities do not always offer appropriate challenge to ensure that children make as much progress as they can.
- Robust systems for performance management and continued professional development are not in place. Staff do not have the opportunity to take part in appraisals in which to identify their training needs. Therefore, support for children is not the very best that it could be.
- Staff do not focus on quality interactions with children, which focus on learning. Therefore, children's critical thinking skills and communication and language development are not supported to the very optimum.

### It has the following strengths

- There are positive caring relationships between children and staff.

## 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 observed activities and children at play throughout the inspection.
- The inspector spoke with children, staff, the manager and the centre manager 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, the provider's self-evaluation and improvement plans.

## Inspector

Elisia Lee

## Full report

### Information about the setting

Barlow Moor Community Association was registered in 1992 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed by a committee. It is situated in the Barlow Moor area of Chorlton, Manchester and offers childcare facilities to the local community. Children have access to one large room and enclosed outdoor play area. The playgroup employs seven members of staff, who work directly with the children. Six members of staff hold appropriate early years qualifications at level 3 and one member of staff holds an appropriate qualification at level 2. The playgroup opens everyday and offers morning sessions from 8.45am to 11.45am and afternoon sessions from 12.30pm to 3.30pm. There are currently 58 children on roll, aged between two and four years. Occasional creche facilities are provided during adult training courses. The playgroup and creche operate term time only. The playgroup supports children with special educational needs and/or disabilities and those, who speak English as an additional language.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that any changes in the individuals, who are part of the committee are notified to Ofsted, in order to effectively safeguard children
- ensure that assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, to ensure that learning experiences meet their individual needs and offer challenging learning opportunities, so they make good progress
- implement effective systems for performance management and continuous professional development of staff, through developing an appraisal system; also ensure that all staff can develop their knowledge of the Early Years Foundation Stage and effective teaching skills, so children can be best supported to make good progress.

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

- extend practice when speaking with children by asking key questions and challenging children's thinking, in order to help them make the best possible progress in their learning.

## Inspection judgements

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

Staff have an inconsistent knowledge of the learning and development requirements of the Early Years Foundation Stage. Children experience a variety of activities, which reflect all areas of learning. For example, children explore role play, search for buried treasure in a sand tray and access books. However, procedures for assessment are weak as observations and the tracking of children's progress are not consistently undertaken for all children. This means that all children's progress is not clearly identified or robustly monitored throughout the playgroup. As a result, any gaps in learning or areas where children may need extra support are not always clearly identified. As assessment is not consistently undertaken or monitored, this means that planned activities can sometimes lack appropriate challenge for children. Therefore, educational programmes do not always provide consistent challenge and support children in acquiring the skills they will need as they move to school.

Learning and teaching are variable across the playgroup. At times, resources are not always put to best use. For example, children and staff play in the role play area, pretending to go on a picnic. However, while staff role model resources and interact with children, there is not a strong focus on developing children's learning and understanding. This means that children find it difficult to develop their critical thinking and problem-solving skills. Staff support language skills as children play, by using key words and asking some questions. For example, children play in the sand tray and staff discuss the concept of 'full' and empty'. However, at an adult-led phonic session, questions are less well used by staff and some children become restless and disinterested in the activity. As a result, the quality of learning and teaching is not consistent and this impacts on children's progress. Children with special educational needs and/or disabilities are supported through parent partnerships and working alongside a range of multi professionals. Children, who speak English as an additional language, are appropriately supported through staff liaising with parents and using key words in their home language.

Partnerships with parents are generally effective and the management team are keen to develop these further. For example, the management team are currently developing a newsletter for parents to further enhance communication and parent partnerships. In addition, there is a parents' display board, suggestion book and daily verbal communication is offered by staff. Staff are aware of children's prior skills as parents complete documentation about children's individual needs prior to entry at the playgroup. Parents are involved in children's assessment by completing a parents' assessment document, which allows them to share information about their child and the activities they enjoy. Parents comments are welcomed in development files and when staff have completed the progress check for children between the ages of two and three years. Parents are involved in home learning through discussing significant moments of their child's development while at home. Staff incorporate these achievements within children's development files.

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

A key-person system is in place. Children start at the playgroup on a gradual admission. This means that children can build their confidence as they attend for extending periods of time. Parents are welcome to stay with their children until they feel that they are suitably settled. A key person is allocated prior to children starting at the playgroup and is flexible to support children's needs. For example, the key person can be changed if children form secure attachments with another member of staff. In addition, the playgroup also allocates a secondary key person. This means that children can still be supported should their key person be absent from the playgroup. Staff are positive role models and engage with children as they play. For example, staff play ball games with children in the outside area and search for buried treasure in the sand tray. Staff supervise children well and they are quickly soothed if they are unsettled or upset. This indicates that secure attachments are in place. Positive behaviour is encouraged through praising children and setting expectations for them. For example, children are reminded not to stand on chairs or run indoors. Reward stickers are used as a visual aid to support children's understanding of positive behaviour.

Management accountability arrangements regarding meeting requirements impacts on children's well-being and keeping them safe, giving them a false sense of security. Staff have an appropriate regard for risk assessment. They have written risk assessments in place to identify and minimise risks for children. The management team review risk assessments and ensure they are fit for purpose. For example, risk assessments have recently been developed for the new outdoor area. Before children access the outdoors, staff consider potential hazards in the environment, such as glass, hazardous materials and litter. In addition, daily safety sweeps are undertaken in the inside environment to support children's well-being. Staff follow procedures, which support safety. For example, a visitors' book is in use, there is a secure password system in place and there is keypad entry on internal doors for the use of staff only. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported. For example, children are encouraged to wash their hands, use the bathroom independently and self-select resources.

Children learn about healthy lifestyles through daily access to the outdoor area, local walks in the environment and taking part in music and movement sessions. In addition, children visit the onsite library each week to listen to a designated story session. Snack menus incorporate a selection fresh fruit, milk and water. Dietary requirements are catered for and children have the opportunity to take part in baking activities. Supportive transitions are in place for children. When children have shared care with another provider, the playgroup share information via a communication book. This presents an opportunity to share information about children's individual needs. As children prepare to move to school, staff invite teachers into the playgroup to observe children as they play. This provides a consistency of care as all carers are aware of children's care and learning needs as children prepare to move to school.

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

Leadership and management are inadequate. The provider has failed to ensure that all safeguarding and welfare requirements of the Early Years Foundation Stage are met. They have failed in meeting their responsibility to notify Ofsted of changes to individuals, who form the committee. As a result, children's safety and well-being are compromised. This is a breach of requirements of the Early Years Register and the compulsory part of the Childcare Register. Effective systems are not in place, which support performance management, such as an appraisal system, to identify staff training needs and continued professional development. There is poor monitoring by management to ensure that children's development files are kept up to date, consequently, there are gaps in the assessment system. This means that children's learning needs are not consistently well met. Staff show a secure knowledge of safeguarding procedures. They are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Staff attend safeguarding training and this is regularly discussed as part of staff meetings. They supervise children well, consequently, children are suitably protected. For example, the playgroup keeps thorough records of attendance and accidents. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, references are gained and new staff take part in an induction procedure.

Staff have limited understanding of the learning and development requirements of the Early Years Foundation Stage, and teaching and learning is inconsistent. There is poor monitoring of children's progress by management and planning does not ensure that educational programmes offer the best challenge for children, in order to maximise their learning. Interactions are based on care needs, therefore, children's progress is not well supported through purposeful learning opportunities. The impact of this is that gaps in children's learning are not consistently identified and therefore, not always addressed. Staff attend some training opportunities through accessing local authority training events.

Processes for self-evaluation are in place. The management team are able to identify some areas that require development. For example, staff are due to attend training in supporting two-year-olds and they have identified a need to increase mark-making and mathematical opportunities in the outdoor area. The playgroup are currently undertaking a local authority quality assurance scheme to develop their practice. Managers ensure that parents and staff contribute to this process, in order to further develop the playgroup. Staff have partnerships with a range of professionals and work in partnership to support children's individual needs. The manager has made links with local schools, health professionals and local authority advisors. These partnerships help to identify support and address children's individual needs as they move towards the early learning goals.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with</b>

actions)

**To meet the requirements of the Childcare Register the provider must:**

- ensure that the registered person informs Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register)
- ensure that the registered person informs Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (voluntary part of the Childcare Register).

## 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>	500011
<b>Local authority</b>	Manchester
<b>Inspection number</b>	962699
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Barlow Moor Community Association Committee
<b>Date of previous inspection</b>	19/11/2013
<b>Telephone number</b>	0161 446 4805

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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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