

The Vine Playgroup

St Chads Parish Church, Hazeldene Road, New Moston, Manchester, M40 3GL

Inspection date

26/11/2014

Previous inspection date

05/07/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- There is a highly-effective key-person system in place, which supports children's emotional well-being. As a result, children are well settled, secure and happy in the setting.
- The quality of teaching is consistently good. Staff plan effectively to meet the learning and development needs of all children. This results in all children being confident, enthusiastic learners who make good progress from their starting points.
- Highly-effective parent partnerships ensure a collaborative approach to supporting children's learning. All children are well supported in being ready for school.
- Staff have a very good understanding of how to keep children safe and children are developing a good awareness of how to keep themselves safe.

It is not yet outstanding because

- Opportunities for staff to learn from each other and share their best practice, for example, through peer observation, are not yet embedded sufficiently to further improve teaching.

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 indoors and outside and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures and looked at children's assessment records and the planning documentation.
The inspector looked at documents and checked evidence of the suitability and
- qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of views of parents and carers spoken to on the day.

Inspector

Kim Boughey

Full report

Information about the setting

The Vine Playgroup first opened in 1987 and moved to its current premises in 1997. It is privately owned and operates from two rooms in the parish hall of St Chad's Church in the New Moston area of Manchester. Children have access to an enclosed outdoor play area. The playgroup is open each weekday from 9.30am to 3pm and operates on a term time basis only. The playgroup is registered on the Early Years Register. There are currently 26 children aged from two to five years on roll. There are five members of staff, all of whom hold appropriate early years qualifications at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve further the good quality of teaching by, for example, providing opportunities for staff to share best practice and learn from each other through effective peer observation.

Inspection judgements

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

Staff use their very good knowledge of the Early Years Foundation Stage and child development to effectively support children's learning and development. There is a good balance of child-initiated, adult-led and focused activities, which engage children fully in play and learning. The educational programmes across all areas of learning, along with consistent high-quality teaching, support all children to make good progress from their starting points, including those with special educational needs and/or disabilities. For example, children enjoy story time and singing sessions led by an animated and enthusiastic member of staff who extends learning by use of mathematical language. Children enjoy the actions and anticipation of repetition of language and counting together. The indoor and outdoor environments provide a wide range of challenging and interesting activities and quality resources, which are clearly labelled to enable children to make choices. Children demonstrate the characteristics of effective learning, as they are fully engaged in play and exploring, and show deepening levels of concentration. Key persons have detailed knowledge of how individual children learn and they ensure planning arises from accurate observations of children's progress and clearly identify next steps. Tracking clearly shows children make good progress from their starting points and are developing skills to prepare them for school.

Children enjoy their time in the setting, as they learn to socialise and make friends. Staff provide a clean, safe and very well-resourced environment, which children happily explore. Outside, children enjoy exploring a range of challenging equipment, including a large wooden house with a climbing wall and ladders leading to a slide. Children transport items

in trailers attached to tricycles around the outside areas. Staff provide a wide range of construction resources and children enjoy stacking bricks as they sit on top of a wooden platform. Large wooden reels and logs enable children to balance and jump. Children are well supported and encouraged by staff to take risks. This results in children developing their physical skills well and being very happy, confident learners. There is a strong focus on language, phonics and mathematics for older children who are preparing for school. Staff skilfully engage children in a mathematical board game and encourage turn taking. Children throw a dice and identify colours and shapes. Staff ask questions to extend learning, which motivates children to count. As a result, children's mathematical skills are developing well, in-line with expected levels of development, and children are appropriately prepared for school.

Partnerships with parents, schools and specialist services are strong and effective. Children are supported by staff in being ready for their next steps in their learning through a robust, supportive transition process involving their key person, parents and schools. Staff know how to access support for children who may have special educational needs and/or disabilities. They work well with other professionals to support speech and language development for children experiencing some delay in this area. They follow suggested strategies and support parents in being able to guide their children's learning at home. Parents complete observations at home and contribute to the learning journals to provide staff with relevant information that helps them to plan effectively. Parents state that they feel they are involved in supporting children's learning and development through regular communication and sharing of information relating to children's achievements and next steps in learning. As a result, all individual learning needs are met and children are confident, motivated learners who make good progress from their starting points.

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

An effective key-person system ensures that staff support children's emotional well-being. There is an effective, gradual settling-in process in place, which enables children and parents to build strong relationships with staff. Parents provide in-depth information about their child's needs so staff can support each child appropriately. Staff support parents with using strategies at home to support children's development, such as toileting and behaviour management. Parents comment that their children have made excellent progress in these areas since starting at the setting and feel they have also been able to contribute to supporting their children effectively at home. Staff are warm and welcoming and children have secure attachments with them. A wide range of cultures and festivals are celebrated and valued. Parents have made donations, such as resources to celebrate Chinese New Year, which help children to learn about each other's similarities and differences. Staff build children's knowledge and understanding further using informative displays, discussions, stories, books and dressing-up resources. As a result, children are developing a good understanding the wider community.

Staff are good role models for children and use positive language, for example, consistently using please and thank you and giving lots of praise to children. They are caring and supportive in their practice. Behaviour is managed effectively because staff provide clear boundaries. Children learn to take turns, for example, during a mathematical activity staff ask 'Who's turn is it now?' and encourage children to think about each other.

As a result, children develop their social skills and self-confidence through play, resulting in them demonstrating positive behaviour and forming good relationships with peers. Children demonstrate excellent relationships with staff and have a very good sense of belonging. Staff encourage children to go to the toilet and wash their hands independently and put on coats themselves to play outside. As a result, children are developing good self-care and independence skills.

A good, rolling snack time routine is in place. Children choose when they want to have their snack and enjoy socialising with peers and staff. Staff support children to pour drinks if they need help. Children choose what they would like to eat from a healthy range of fruits. Staff take the opportunity to extend learning by discussing colours of plates and cups and counting. Fresh water is available for children to help themselves to during the day. Parents state that children are eating more fruit and vegetables at home and will try different foods since they started at the setting. Parents are encouraged to provide a healthy lunch box for those children who stay for lunch. Staff encourage children to clean their teeth following lunch. As a result, children are developing healthy lifestyles. Staff have a good understanding of how to teach children to be safe and, consequently, provide a range of learning opportunities to raise children's awareness.

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

The leadership and management is enthusiastic and highly-committed, which results in a stimulating, inclusive and safe environment that children thrive in. There are robust systems in place to monitor and evaluate the delivery of the educational programme and tracking shows children make good progress from their starting points. Purposeful communication between staff during weekly team meetings gives an opportunity for self-reflection and evaluation. However, staff are not always well supported to share good practice and learn from each other in order to build further on the good quality teaching provided. Strengths and areas for development are clearly identified as part of a quality improvement programme. This results in a commitment from staff toward continuous improvement. Training needs are identified and newly developed skills and knowledge are shared with the team and embedded in practice. Through effective monitoring of the educational programmes, the manager ensures children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals.

Strong partnerships with parents, specialist services, the local authority and schools are a key strength of the setting. They work closely with local primary schools to support children to prepare for the move to school. School staff attend the setting and the key person attends school with children to help build relationships and attachments with new staff. As a result, children are confident when moving on to the next stage in their learning. The progress check, for children between the ages of two and three years, is carried out by the key person and is shared with parents and health visitors. This means that the individual needs of children are identified promptly and services work together to ensure they are well-met. As a result, children's health and well-being and learning and development requirements are monitored and well-met.

A good range of robust policies and procedures are in place to ensure children's safety and well-being. These include procedures for the safe use of mobile phones and cameras in the setting, a safeguarding policy, medication and healthy eating policies. All staff have attended safeguarding training and are aware of who to contact should they have a safeguarding concern. All staff have attended paediatric first-aid training, so they are well equipped to deal with minor medical emergencies, and a member of staff has completed food-safety training. Robust risk assessments and daily safety checks are undertaken, which help to identify potential hazards and minimise risks.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	500211
Local authority	Manchester
Inspection number	872245
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	26
Name of provider	Kath O`Hara
Date of previous inspection	05/07/2010
Telephone number	0161 688 0300

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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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