

Barlow Moor Community Association

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

Inspection date	26/11/2014
Previous inspection date	15/07/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The provider has made suitable improvements since the last inspection. Changes made to the leadership team, and an increased focus on organisation and quality improvement, are beginning to improve the provision. As a result, safeguarding requirements are now met and children are effectively protected.
- A mostly consistent, friendly and caring staff team, along with an improved admission procedure, means that children's needs are identified right from the start, they settle quickly and they are emotionally well prepared for their future move to school or other settings.
- Partnerships with parents recognise the holistic needs of the family and, as a result, children's well-being is well promoted.

It is not yet good because

- Improvements to the ways that staff plan for children's learning are still embedding and are not yet consistently used to the best effect. Furthermore, monitoring of the impact of teaching is not yet sufficiently secure to demonstrate that all children make good progress across all the areas of learning.
- Staff do not always plan a broad educational programme or make the best use of daily routines to maximise opportunities for children to make good progress.

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 in the designated playgroup room and the outside learning environment.
The inspector held discussions with the manager, quality manager, a committee member and the nominated person, and viewed the plans and discussed actions taken since the last inspection.
- The inspector spoke with a representative from the Local Authority and discussed the support given to the playgroup and their capacity to improve.
The inspector spoke with some staff and children and took account of the views of parents and carers spoken to on the day, and from information included in the playgroup's own parent survey.
- The inspector looked at children's individual records and activity-planning documentation, and checked evidence of the suitability and qualifications of staff working with children.

Inspector

Angela Rowley

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 and is situated in the Barlow Moor area of Chorlton, Manchester. It operates from a community building, where the committee uses a designated unit to provide childcare facilities to the local community. Children have access to one large room and an enclosed outdoor-play area. The playgroup employs eight regular members of staff, who work directly with the children. Seven 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 40 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 provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children 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 the educational programmes have depth and breadth in all areas of learning by, for example, extending medium-term planning and by more consistently using short-term planning, to enhance daily play opportunities to respond to individual children's developing needs and interests.

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

- strengthen the quality of teaching further, so that all staff consistently understand how to make good use of the systems in place to plan a broad educational programme, and how to maximise the use of daily routines to extend opportunities for learning through play, for developing self-care skills and for enhancing further the provision for children's mathematical development
- monitor more accurately the quality of all teaching, and its impact on all children's learning, for example, by using cohort or key-group tracking of children's assessments to demonstrate the progress made and to specifically identify gaps and areas where children's learning can be extended.

Inspection judgements

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

A mostly consistent staff team know the children well. Relationships with children and their parents are warm and supportive, which helps staff to plan for and meet the needs of children. The manager and staff have made recent improvements to the admission procedures. For instance, they have started to use information gathering tools at the start of each child's placement, which helps them understand about children's play interests, their levels of development so far and any special educational needs and/or disabilities. This helps staff plan appropriately for children's individual needs. Staff observe what children can do, and each week they sufficiently plan how to use what they know to support children to make some progress in their learning and development. The recently enhanced leadership team have a clear understanding of the Early Years Foundation Stage and, as a result, they have developed comprehensive tools to support staff in observing, assessing and planning for children's learning. These have been recently introduced and are embedding well, although, as yet, not all staff understand how to use them effectively to promote children's progress. The new weekly-enhancement planner is not consistently used by staff to respond to individual children's needs and interests, in order to maximise opportunities for further development. Furthermore, the medium-term activity planning is sometimes too narrow. Consequently, the overall quality of teaching is not yet consistently good.

Children enjoy their time in the playgroup because the environment is well planned to support their learning and development. They freely access interesting toys and equipment, which are well-organised to support different aspects of their play and learning. Children show intrigue as they explore investigation tubes filled with objects which make noise and reflect colour. They freely help themselves to and use paint at the easel to make marks and they explore a range of plastic mini-beasts as they splash in water play. Sometimes, staff enhance children's learning well as they play. For example, when children select and name particular shapes, staff extend this learning by asking them to find two of the same item. They model how shapes can be used to represent real-life objects and shapes; for example, a triangle represents the roof, a square the door and windows of a house. Some aspects of the routine followed in each session support children's learning well. Children develop a keen interest in books and stories because story time is a well-planned part of the educational programme each day. Staff promote and revisit particular stories each month, and this helps children become familiar with repeated refrain. They learn to anticipate what comes next and they excitedly join in, while sitting well in a group and waiting for their turn. These skills are well supported because staff use props to effectively engage children. Children also join in singing times. They are listened to and, subsequently, encouraged to make suggestions of their favourite songs to sing. They use actions to support their words and, as a result, all children's communication and language, including those children who speak English as an additional language, is effectively promoted. Consequently, children are acquiring some of the skills, attitudes and dispositions they need in order to enhance their learning in school, when the time comes. However, the quality of teaching is not yet consistently good. The daily routine is not used to good effect. While snack time is positively used as an opportunity

for social sharing, not all staff use this part of the routine as a planned opportunity for promoting other aspects of learning and development, such as counting and problem-solving. Additionally, not all staff promote children's self-care skills during this time. Some staff positively encourage children to peel and manage their own fruit, and clear away the crockery afterwards; however, some staff intervene and carry out these tasks themselves. Time for learning through independent play is not maximised because children's time for learning through exploration and investigation is limited. After the first hour in the setting, children must tidy away their toys ready for snack time, key-person time and story time. This hinders children's ability to become fully engaged and absorbed in the interesting range of activities on offer.

Close relationships and good communication means that parents are continually involved in children's learning. They are routinely encouraged to contribute what they know about their child, which helps staff assess children's levels of attainment. Recent improvements to assessment processes mean that staff now periodically evaluate and summarise the progress children make, although these are not yet sufficiently established to demonstrate progression in all areas of learning or that good progress has been achieved and sustained.

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

Children's emotional well-being is very well promoted. Settling-in sessions are effectively used to build relationships with parents, who are encouraged to share comprehensive details about their child's individual needs. Consequently, staff know individual children well and they benefit from well-planned care right from the start, including the use of key words from home languages for children who speak English as an additional language. The key-person system ensures that all children benefit from secure attachments, which provide a strong foundation for their general well-being. The warm and friendly relationships that children build with staff, some of whom are long serving, result in strong relationships at all levels. Consequently, children and their parents feel safe and secure. The close relationships with parents help staff support the family as a unit. This has a positive impact on children's well-being. For example, managers have provided extra sessions to support parents to attend training, in order to enhance their future career prospects, or to give parents of children with special educational needs and/or disabilities much needed respite, when this is required. This has a positive impact on the quality of support they can subsequently offer their child. Staff support children's move to new settings effectively. They have provided extended placements for children of school age when it has been identified that their needs cannot be met in their planned future placement. Consequently, all children are very well supported.

High priority is given to ensuring children's good health and their safety. Individual care plans and medical requirements are consistently known about and addressed. Children freely access fresh air, sunlight and exercise as they play enthusiastically in the garden, using the space to enhance their physical and social development. They ride trikes and scooters around winding paths and they play chase with friends over humped bridges and under archways. They also learn to take safe risks when finding different ways to climb to the top of the slide, the climbing wall or the ladder net. Staff provide healthy fruit snacks,

which children enjoy. They benefit from the organisation of small groups, sitting with their key person. However, not all staff make the best possible use of this time to enhance children's levels of independence and to support other aspects of their learning. The effective organisation of the environment supports children to develop other aspects of self-care very well. Children can freely get their coats from low-level pegs when they want to play outside. They can also use the integral bathroom facilities independently. This enables them to respond to their physical needs and helps them develop essential skills in readiness for school.

Some children enter the playgroup with low starting points in the development of their behaviour and self-control. Staff and parents demonstrate clearly how consistent routines and expectations help children. Good levels of supervision mean that children are well supported. Staff swiftly notice when children find it difficult to share and effectively intervene, helping them to learn how to problem solve and work together. Consistent routines, such as tidy-up time before snack, helps children learn what is expected of them and, as a result, they manage their own behaviour well. Parents also report that children begin to adopt these routines at home. By the time they leave the nursery to move on to the next stage in their learning, children are suitably prepared. This is securely evidenced in feedback received from teachers who, for example, comment that, 'transition has been a calm and happy time'.

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

Since the last inspection by Ofsted, when the playgroup received a number of actions to improve, the provider has worked with and followed the guidance of the local authority adviser. Clear strategic planning has secured a better-informed leadership team, who are clearer in their understanding of the legal requirements and how to meet them. For example, the committee has begun to use the expertise of a member who has a wealth of experience in early years practice to more securely monitor the provision. Additionally, the committee has appointed an early years quality manager to evaluate and make improvements to the quality of teaching and learning. As a result, the leadership team have suitably addressed the actions raised at the last inspection. They have appropriately prioritised their responsibilities to safeguard the welfare of children and, as a result, clear recruitment procedures are now in place. They have had suitable regard to regulations and have kept Ofsted informed of new committee members. Consequently, all those associated with the playgroup are now suitably vetted. Furthermore, procedures to notify Ofsted of changes have been incorporated into new policies. Safeguarding children procedures are secure. An organisational review along with subsequent meetings, quizzes and information sharing has strengthened staff knowledge. As a result, children are protected well. The use of a multi-agency tool used across the local authority helps managers assess the needs of children and families right at the start, to ensure that children get the support they need and additionally that staff link with any other agencies involved in their care and learning. The newly-built premises are well maintained and risk assessed to a good effect. This means children are suitably supported to be safe and secure.

The playgroup has been through a significant period of change. Prior to the last inspection, they had moved premises, employed new staff members and increased the number of childcare places offered. Previous limitations in the management of this extensive growth and development impacted on the quality of provision. The new leadership team has formed a clear action plan. This has helped them to address previously identified breaches of requirements, and they have begun to make improvements. Since the last inspection, the quality of teaching has been appropriately evaluated and staff have attended relevant training sessions. Additionally, new, comprehensive procedures to help staff identify and plan how to meet children's learning needs have been introduced. These are generally embedding well although, as yet, not all staff fully understand how to use them to good effect, and they are not yet able to demonstrate that improvements are helping children make consistently good progress in their learning and development. The new leadership team is monitoring closely and they are supporting staff through the changes. As yet, however, the monitoring of teaching is not sufficiently refined or rigorous enough to identify its impact on the progress that all children make, particularly weaknesses in the educational programme, for different areas of learning and for different groups of children. Positively, the leadership team have already identified this as an area for further development. Self-evaluation is beginning to be considered to reflect the changes and improvements made. An improved baseline assessment has been implemented to support ongoing tracking, in order to help leaders monitor and demonstrate the progress that children make during their time at the setting and to inform future development. This supports their capacity to make continued improvement.

Parents express satisfaction with the service they receive and the positive impact it has on the well-being of children and their families. Leaders have consulted them about their views and many have returned questionnaires, which demonstrate the strength of relationships, good communication and the improvement in children's personal, social and emotional skills in particular. Partnerships with other professionals are suitable and are developing further. The manager has strong links with other agencies involved in safeguarding children and improved links with staff at other settings are already planned to develop further the support offered to children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	500011
Local authority	Manchester
Inspection number	984394
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	40
Name of provider	Barlow Moor Community Association Committee
Date of previous inspection	15/07/2014
Telephone number	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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Piccadilly Gate
Store St
Manchester
M1 2WD

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