

Moss Side Village Playgroup

Moss Side Community Centre, Dunkirk Lane, Leyland, Lancashire, PR26 7SN



Inspection date

27 March 2015

Previous inspection date

2 December 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not fully understand their roles and responsibilities. Consequently, they have not completed the procedure in notifying Ofsted of changes to members of the committee. Therefore, Ofsted have not been able to make a full assessment of their suitability.
- Monitoring of practice is not yet robust. This is because supervisions are not yet completed for all staff and self-evaluation does not include the views of others.
- Partnership with parents is not yet sufficient to ensure documentation, such as copies of complete policies and procedures are always accessible.

It has the following strengths

- Staff have a good understanding of the learning and development requirements. As a result, children make choices from a good range of age-appropriate activities and resources indoors and out.
- The quality of teaching is good. This is because staff observe children closely in order to consider their individual skills and abilities. They then use this information to plan purposeful next steps, which helps to ensure they make good progress.
- Children behave well and follow appropriate hygiene routines. They eat healthy snacks and take part in various active experiences, which promotes their physical well-being.
- Staff are secure in their knowledge and understanding of how to safeguard children, including minimising potential risks across the areas used by children.

What the setting needs to do to improve further

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

- ensure consistent arrangements for the supervision of the managers are carried out by the provider, in order to promote a culture of mutual support, teamwork and continuous improvement
- ensure all staff and members of the committee have appropriate knowledge and a clear understanding of their roles and responsibilities within the setting.

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

- enhance information available for parents by ensuring copies of complete policies and procedures are readily accessible if requested
- improve self-evaluation, by ensuring the views of others are obtained, in order to identify clear and accurate targets to bring about improvements to the quality of the setting.

Inspection activities

- The inspector viewed the areas accessed by the children. She observed activities and the quality of teaching delivered by staff in the large hall, the smaller playroom and outdoors.
- The inspector discussed methods of self-evaluation and discussed procedures, including risk assessments and safeguarding children.
- The inspector undertook a shared observation with one of the managers. She held discussions with representatives from the committee, one of the managers and staff at appropriate times.
- The inspector interacted with children and took account of the views of parents and carers spoken to on the day.
- The inspector looked at children's files, including assessment and planning records. She sampled staff files and checked evidence for the suitability and qualifications of staff, including paediatric first aid.

Inspector

Hilary Boyd

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in their learning. This is because staff are well-qualified, attentive and use their knowledge of children to adapt their teaching. For example, children's communication skills are promoted as staff speak clearly, repeat sounds and introduce new words. Language programmes are also used to enhance children's communication skills, such as talking about sounds as they splash in water. Consequently, children are well prepared for the next stage in their learning. Staff work closely with other professionals to ensure children who need early intervention are supported. Staff help develop children's critical-thinking skills. For example, they offer suggestions to the materials needed to create a cement mixture, as children build outdoors. The organisation of stimulating resources ensures that children of varying ages are motivated to learn. Older children are imaginative and enjoy acting out their play. For example, they pretend to be spacemen using outdoor resources as rockets. Younger children enjoy using their senses as they explore a range of natural resources.

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

Children's emotional well-being is promoted well through positive and caring interactions with staff. Before children start, parents meet with staff to discuss their children's care and learning needs. Staff use this information, alongside ongoing discussions with parents to help children settle. Although information is regularly exchanged with parents, copies of complete policies are not always accessible to them. Consequently, when policies are being reviewed off site, they are unavailable. Children develop their social skills as they play together during various activities. They develop a sense of belonging as they use different props, such as name cards as they arrive and during daily activities.

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

A number of changes to individuals linked to the setting have recently occurred. This means that roles and responsibilities are not yet fully understood and affects the overall quality of the setting. For example, the provider has failed to complete the procedure in notifying Ofsted of changes to the committee. Therefore, Ofsted have not been able to make a full assessment of their suitability. However, the impact on children's safety is minimised as individuals are not left unsupervised with children. The managers have established a programme of ongoing supervision, training and professional development for staff. This has a positive impact on children. However, the provider has not yet established a programme of support and supervision for the managers. Managers are committed to improving the quality of practice. They regularly review children's assessment and planning records to ensure children make progress. Self-evaluation is also carried out but it does not take into account the views of staff and committee members. As a result, priorities for development do not fully reflect the views of others.

Setting details

Unique reference number	309394
Local authority	Lancashire
Inspection number	864919
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	43
Name of provider	Moss Side Village Playgroup Committee
Date of previous inspection	2 December 2011
Telephone number	0781 845 8160

Moss Side Village Playgroup was registered in 1993. The setting employs six members of childcare staff. All of whom hold appropriate early years qualifications, which vary from level 3 to Qualified Teacher Status. The setting is run by a committee. The setting opens Monday and Wednesday from 9am to 3pm, and Tuesday and Friday from 9am to 12 noon, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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