

Fir Bank Playgroup

Fir Bank Primary School, Grasmere Road, Royton, Oldham, OL2 6SJ



Inspection date

2 July 2015

Previous inspection date

23 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Skilled, well-qualified staff provide a wealth of rich learning experiences that enthuse children. As a result, they are becoming independent learners and are gaining the skills to prepare them well for school.
- Staff complete detailed observations and make precise, regular assessments of children's development. Consequently, they know them well and plan appropriate next steps for their learning. Therefore, all children make good progress from their initial starting points.
- The key-person system is well embedded, which helps children to form strong emotional attachments and feel emotionally secure. Consequently, they are confident to make independent choices about their play and form trusting relationships.
- Partnerships with parents, other providers and outside agencies are strong. Staff are experienced and identify all children's needs, implementing packages of support to enhance individual development. Consequently, targeted teaching for children with special educational needs and/or disabilities is effective.
- Links with the host school are strong. Staff share information well with teachers to support children's individual needs and provide continuity.
- Managers encourage staff to continue with their professional development. The views of the staff and parents are sought to support the effective evaluation of the provision. Development plans are realistic and meaningful.
- Arrangements for safeguarding children are effective and well understood by the staff. Therefore, children's welfare is protected.

It is not yet outstanding because:

- The organisation of some daily routines does not help children to put into practice what they have learnt.

What the setting needs to do to improve further

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

- review the organisation of self-care routines to better reinforce children's learning about how to promote their personal hygiene.

Inspection activities

- The inspector observed children's activities and staff's interactions with the children in the playroom, the outdoor area and the host school's hall.
- The inspector observed snack time and lunchtime with the children.
- Discussions were held with children, individual staff members, the manager, the Reception class teacher of the host school and some parents. A joint observation was carried out with the manager.
- The inspector looked at documentation, including observations, assessments, planning, systems for tracking children's progress and a sample of other records, including risk assessments, accident records and policies and procedures.
- The inspector checked evidence of suitability of staff working with the children, self-evaluation records and improvement plans.

Inspector

Kate Smith

Inspection findings

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

Staff understand how children learn. As a result, they plan stimulating activities indoors and outside, which enable children to play and learn in different ways. Children explore the resources and instigate their own ideas. For example, they enjoy throwing pom-poms through hoops their friends hold at different levels. Staff follow their interest. They encourage children to count and use positional language, such as 'high' and 'low', promoting their mathematical skills. Some staff have attended training to enhance children's language development. This knowledge has been cascaded well to other staff. As a result, effective methods are used to help children to make good progress in this aspect of their development. Children's listening and recall skills are well promoted. Staff ask appropriate questions to support children's thinking and provide good levels of challenge. Children enjoy dancing and riding trikes, promoting their physical development. Parents are engaged in their children's learning and are kept well informed through discussions, termly reports and regular meetings.

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

Staff have high expectations and are good role models. Children enjoy the responsibility of being 'monitors'. They are very proud of their achievements and are extremely keen to show others their learning records. This shows children are confident and self-assured. Staff consistently use explanation to support children's understanding of levels of expectation. Consequently, they are very well behaved and play cooperatively. Their independence is well fostered. Children explain about the need to wash 'Gerry the germ' from their hands, so they do not become poorly. However, opportunities for them to put into practice what they have learnt about good personal hygiene are not always well executed. This is because some children wait lengthy periods of time in a queue to wash their hands, so they have forgotten the importance of such routines by the time they have the opportunity to carry them out. Children grow a variety of vegetables as they learn about healthy eating. They take part in daily outdoor exercise, which promotes their good health. Children take appropriate risk in their play, for example, they use the climbing wall.

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

Managers have a secure understanding of their responsibility to meet the learning and development requirements. They work alongside staff, so their individual performance is well monitored. Peer observations have recently been introduced, to enable staff to observe each other and learn from their individual skills. Managers monitor all children's progress. Staff share information well with each other, parents and other professionals, supporting a consistent approach for children. They extend children's learning well and occasionally borrow resources to spark new interests. Risk assessments maintain a safe environment. The recommendation from the previous inspection has been implemented, demonstrating sustained improvement. Vetting procedures for staff, promote children's welfare. Parents comments are very positive about the provision.

Setting details

Unique reference number	508030
Local authority	Oldham
Inspection number	869337
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	22
Name of provider	Fir Bank School Playgroup Committee
Date of previous inspection	23 March 2011
Telephone number	0161 627 5679

Fir Bank Playgroup was registered in 1995. The playgroup employs six members of staff. Of these, five hold an appropriate qualification at level 3. The playgroup opens from Monday to Friday, term time. Sessions are from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

