

Lostock Playgroup

Inspection report for early years provision

Unique reference number EY415290
Inspection date 23/11/2011
Inspector Anne Drinkwater

Setting address Lostock Parish Centre, Tempest Road, Lostock, BOLTON,
BL6 4EL
Telephone number 07969488712
Email parishcentre@lostockchurch.org.uk
Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Lostock Playgroup is privately owned and re registered in October 2010. It operates from a first floor hall within a parish centre in Lostock, Bolton. It is open Monday to Thursday from 8.45am to 12.15pm and Friday from 8.45am to 4pm term time only. Children have access to an enclosed outdoor play area on the ground floor.

A maximum of 28 children may attend the setting at any one time. There are currently 20 children attending who are within the Early Years Foundation Stage. Of these, five children receive funding for early years provision.

The setting has procedures to support children with special educational needs and/or disabilities and who speak English as an additional language. As this provision operates from a first floor playroom it may not be suitable for children with disabilities as it has no lift access.

The provider employs a manager and two members of staff. All of these hold appropriate early years qualifications to level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this friendly playgroup. They thrive in a safe and welcoming environment which enables them to make good progress in their learning. The newly appointed management and staff team are motivated and enthusiastic and successfully reflect on their practice to continually improve the quality of the provision. The staff team have effective relationships with parents and are looking at ways to strengthen the partnerships with parents to encourage their further involvement in their children's learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop ways of obtaining information from parents regarding children's starting points when they first attend and enable parents to have ongoing opportunities to contribute to observations and planning for their children
- develop further the current systems for ensuring the ongoing suitability of staff, with particular reference to their health.

The effectiveness of leadership and management of the early years provision

The staff have a good awareness of safeguarding issues and the procedures to follow if they should have a concern about the welfare of a child within their care. This awareness is kept current via regular training. The provider ensures that robust staff recruitment and initial checking procedures are in place and evidence is available to support this. Although systems to ensure the ongoing suitability of staff, are not yet fully established in practice. There is a comprehensive range of written policies and procedures that are well maintained and organised effectively. These are available to parents and ensure that children's safety and well-being are given high priority. Risk assessments are in place in line with requirements. Daily safety checks are carried out each morning to ensure the environment is safe and secure and staff are deployed effectively and know their roles and responsibilities in maintaining the welfare of the children.

The setting has now begun to evaluate their service effectively in order to improve the outcomes for children. The staff team have made great improvements since the previous inspection. They have successfully addressed the actions raised in order to safeguard children. This illustrates the setting's commitment to driving continuous improvement.

Inclusion is promoted throughout the setting through the identification of each child's individual needs. This process is supported by the effective key person system that is in place. Good links with other agencies ensure that other professionals are also able to contribute to the support of children's individual needs as and when needed. In addition, the setting is aware of the need to communicate with other child-care providers that the children may attend in the future.

Parents are provided with information regarding the organisation of the playgroup and a verbal exchange is given each day. Children's portfolios containing observations are readily accessible to view and weekly play plans are displayed, however, systems are not fully developed to allow parents to share information on their children's development at the start of their placement or to contribute to their children's learning and development and planning. Planning is carried out as a staff team and is based on the identified needs of the children. Furniture, equipment and resources are of good quality and suitable for the ages of children to support their learning and development.

The quality and standards of the early years provision and outcomes for children

Children appear very happy and content in this friendly and welcoming environment. They settle quickly into their day and are enthusiastic learners because the environment is made accessible and provides a good range of activities. Staff are on hand to talk about children's play, extend their vocabulary

and help them benefit from the activities.

Children extend their experience and show delight as staff engage them in animated songs and rhymes. Whole-group story time is a regular part of each day and this is organised in an effective manner to meet the needs of all children. Children confidently transfer resources across all areas to enhance their play. Children share ideas as they play together with the toys and in the popular building site. They extend their play in the 'oat tray' where they happily sit and explore the textures and tracks the vehicles make. Children use computers and programmes which inform them of the jobs people do in the community and visits to the church help them become aware of others peoples religions. Staff successfully encourage children to identify shapes and count, match and sort their toys. Children enjoy 'circle time' as they sing the familiar song 'what is in the box'; this extends the activity of the week as they sing in unison and guess the shapes. Children are given opportunities to draw and write throughout their playroom and are involved in mark-making activities that develop their pencil grip, which helps them to develop their pre-writing skills. They learn about numbers and counting as part of their daily activities through counting songs as well as noting numbers, shape and sizes in the environment. Overall, they are developing suitable life skills to support their future learning.

Staff teach children to behave in a manner that is safe for themselves and others. They give them gentle reminders about how to use equipment and engage in positive behaviour. This helps children develop awareness of dangers and how to stay safe. Children's health needs are met due to the good practices within the playgroup. They adopt healthy lifestyles and enjoy some opportunities to participate in physical outdoors each day, they learn about good health at snack time as they enjoy fruits and drinks. They show a strong sense of belonging in the playgroup; they are very confident and approach staff and visiting adults without hesitation.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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