

Piglets Playgroup

Inspection report for early years provision

Unique reference number	EY414253
Inspection date	24/11/2010
Inspector	Susan Lyon

Setting address	9th Sale Scout Group, The Scout Building, Budworth Road, Cheshire, M33 2RP
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Type of setting	Childcare on non-domestic premises
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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

Piglets Playgroup was registered in 2010. It is privately owned and operates from 9th Sale Scout Group building in the Sale area of Cheshire. There is one large playroom and an outdoor play area. The group serves the local community and surrounding areas. The building is fully accessible. The group is registered to care for 25 children in the early years age group at any one time, none of whom may be aged under two years. There are currently 21 children on roll.

The provision is open from 9am to 3pm during term time, Monday to Friday. There are currently three members of staff, two of whom hold an appropriate childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very happy and settled. The staff have a good understanding of the Early Years Foundation Stage framework. The staff provide a colourful and welcoming learning environment and observation and assessment arrangements are in place to help children make steady progress. The partnerships with parents, local schools and other agencies support the needs of all children. Documentation is in place and the setting demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- display signs and words at children's level in order to help them understand that print carries meaning
- ensure the system for verifying the identity of any visitors is always used in order to maintain a secure environment for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well through staff being qualified and vetted and having a good understanding of child protection procedures. The staff are fully aware of their roles and responsibilities in safeguarding children. The children's safety and welfare is promoted effectively through detailed written risk assessments. These assessments are carried out on the premises and for outings. In addition, daily checks are carried out in all rooms used by children. Numerous safety measures are in place to create a safe and secure environment, although the visitors' book is not always used, compromising children's security. An emergency escape plan is in place and practised regularly with children contributing to their safety while on the premises. All written policies and procedures are in place to ensure the safe and

efficient management of the provision. For example, the daily register is maintained and valid public liability insurance is in place. Space and resources are organised well to allow all children to move around freely and safely. The manager leads the staff team well through regular meetings and the role modelling of positive practices. She motivates staff and maintains enthusiasm through involving staff in decision making and valuing their input. Staff and management are highly committed to bring about improvements as they constantly review practices by identifying areas for improvement and setting targets for future plans. For example, staff have recently introduced paper recycling to the children who clearly understand that it is used again as they say it will come back.

Feedback is sought from parents through the staff asking parents if they are happy with the care and responding to comments received in order to bring about improvements. Furthermore, staff are supported well in attending ongoing training to increase their knowledge and skills. Children benefit greatly from staff working closely with parents. For example, the introduction of toilet training is discussed with parents and methods agreed in order to ensure consistency of care for children. The parents are welcomed into the setting and are at ease talking to staff. Their input is highly valued by staff as parents translate words and signs into their home language for displaying in the setting. Parents are involved in children's learning and development through daily chats and the sharing of children's observation and tracking files. Parents can view these at any time they choose. New parents receive a wealth of information, such as an information pack, a comprehensive range of policies and sample snack menus. Information regarding the uniqueness of each child is obtained from parents, such as dietary needs, medical information and individual preferences.

Children gain good awareness of the cultures of others and learn to value diversity through staff talking to them and planning themed activities. For example, they make Diwali lamps, paint Henna pictures and taste Indian food at Eid. All children are included in activities because the staff are skilled at changing or adapting the way play is provided to suit all children. A good range of play resources help children become aware of the wider world, such as books showing different cultures and play figures depicting disability. Children with English as an additional language are supported well as the staff learn and use key words in the child's home language as well as helping them to develop English. The children are prepared well for transition from the setting to school as the provision has established strong links with local schools providing the Early Years Foundation Stage framework. They organise visits and share information in order to ensure progression and continuity of care and learning. Children benefit greatly from the setting working effectively with other agencies, such as inviting professionals into the setting to discuss the delivery of individual development plans. This ensures all children progress and achieve.

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

Staff help children to learn by providing a good range of activities based on their interests and preferences. The staff have a good understanding of the Early Years

Foundation Stage framework and colourful displays of posters and pictures create an inviting and appealing environment for children. Staff find out what children can do on entry to the setting through initial observations and discussion with parents. Observation and assessment arrangements help children make steady progress towards the early learning goals. Information from observations is used to identify and plan for the next steps in their learning and development. For example, children confidently use simple statements and respond well to simple instructions, although words and letters displayed at children's height are limited, hindering their understanding that print carries meaning. Children realise tools can be used for a purpose as they ably use brushes and glue sticks. Children seek to do things for themselves as they wash their own hands. They begin to learn some things are shared as the staff say 'we have to take turns'. The children use number names as they enjoy singing their favourite songs. Children enjoy filling and emptying containers of sand and love to be outdoors as they run out excitedly to play. They move in a range of ways, such as kicking footballs, crawling through tunnels and pedalling bikes. The children engage well in imaginative play as they push the vacuum cleaner in the home corner. They use imagination in art as they paint paper plates and create three-dimensional structures using building bricks.

Children freely choose what they want to play with, and at times enjoy adult-led activities, such as stories and craft activities. The staff help children to learn to keep themselves safe through frequent discussions and children show they feel safe as they move around freely and confidently. Strong emphasis is placed on an effective key worker system. This enhances children's care and well-being by helping new children settle, liaising with parents and ensuring individual needs are met. Children benefit from fresh air and exercise every day. An exclusion policy and the use of paper towels help prevent the spread of infection. Appropriate action is taken when children are ill. Children understand the importance of hand washing and children enjoy healthy food at snack times. Water is freely available throughout the day keeping their bodies healthy and hydrated. Staff treat children with kindness and consideration, and as a result children have great fun and enjoy themselves. Children enter the setting confidently and enjoy positive relationships with staff. The children feel a sense of belonging as staff give them lots of time and attention. Children are valued as they are gradually admitted to the setting through visits with parents so they can settle in at their own pace. The children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

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	2

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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