

Cutgate Playgroup

Norden Methodist Church, Edenfield Road, Norden, Rochdale, OL12 7QE

Inspection date

27/06/2014

Previous inspection date

07/07/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have high expectations of themselves and all the children, leading to high quality teaching and learning.
- Staff are highly skilled and sensitive in helping all children develop secure emotional attachments.
- Children's needs are quickly identified and exceptionally well met through highly effective partnerships with parents, carers and with other agencies.
- Leadership and management is inspirational. They are passionate about their work with children, as a result, staff work exceptionally well together to ensure that children receive a superb early years experience.
- Safeguarding is given the highest priority to ensure that children are protected at all times.

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 different rooms of the nursery and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at the children's assessment records and planning documents.
- The inspector checked the suitability of practitioners in the setting.
- The inspector spoke to parents and carers on the day.
- The inspector held a meeting with manager and deputy manager of the provision.
- The inspector reviewed self-evaluation documents and policies.

Inspector
Gary Kirkley

Full report

Information about the setting

Cutgate Playgroup was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in church premises in the Norden area of Rochdale and is managed by a voluntary management committee. The playgroup serves the local area and is accessible to all children. It operates from two ground floor rooms and there is a fully enclosed area available for outdoor play. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 9.30am until 12.30pm. Children attend for a variety of sessions. There are currently 28 children attending, who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider how results of supervision could be recorded more formally, so that staff can share best practice even more effectively to improve their already exemplary teaching.

Inspection judgements

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

The main room is welcoming and bright, with colourful displays that act as an effective source of reference around the Early Years Outcomes and celebrate children's achievements. Children feel really happy here and enjoy a wide range of superb teacher-led activities and those that they initiate themselves. There are exceptionally well-stocked resources and a flat and enclosed outside area, with clear sections for children to use bikes and cars sensibly and enjoy, as well as relish, the more structured activities. Staff have high expectations of themselves and all children. As a result, all children, including those with special educational needs and/or disabilities, acquire the necessary skills and attributes required for the next stage of their education. Parents have nothing but praise for the significant progress that their child is making, particularly those where multi-agency working has ensured outstanding inclusion; at the entrance to the playgroup, a wall of comments from previous parents and carers agree totally that their child has been particularly well-prepared for transition, as do all current ones questioned.

Teaching is of an exceptional quality, with highly skilled staff planning themes around interesting ideas. The topic currently being used is 'Commotion under the Ocean', which excited children. They listened in awe at the story of the different animals, clearly

extending children's knowledge and understanding of the world. Number work was developing in a water-based activity as children counted sharks of different sizes. As an extension of this many chose to make models of these animals in clay, developing their fine motor skills as they talked collectively for over 30 minutes about their interests. A core of children remained as others drifted comfortably into the group to join in and engage. The member of staff modelled effective language to ensure that all children, including those with special educational needs and/or disabilities, were able to explain what they were doing and their learning.

Sensible routines are embedded into the planned activities and children feel comfortable with these activities. Children new to the setting quickly assimilate these routines and rules and copy the good behaviour of well-established children. Carefully worded questioning and statements promotes all children to make progress in their communication, collaboration and mark making. For all children an individual learning plan is updated by the key person every month and clearly shows the significant progress made by all. Parents feel responsible to add to these assessments as part of a collaborative approach. In preparation for transition to the next stage and school, children are acquiring mark making and spoken language skills, as well as understanding of routines and working collaboratively with others. There are excellent links with the local infant's school. The use of additional programmes to promote language and communication has been highly effective in steadily improving the socialisation of children with challenging behaviour or issues of over-attachment and shyness.

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

Children visit the setting and attend settling-in sessions prior to starting, which provides a smooth beginning for the children. Children are given a chance to settle in to the nursery and are assigned a key person with whom they develop a strong bond with. As a result of this, children begin to develop highly secure emotional attachments to chosen adults early in their care. Children enjoy their sessions and are extremely happy. As a group they all laughed at the parrot puppet which made funny noises in circle time. Children get on noticeably well with others and behave exemplary when given free flow play or structure. Children who started the playgroup with difficulties around behaviour or confidence are now getting on really well with other children, as they delight in choosing toys and playing with others with confidence.

At snack time children took on responsibility for their hygiene and for others by giving out drinks and food, encouraging politeness and contributing to the harmonious learning community and not being selfish. Children are encouraged to manage their own personal needs, particularly relating to personal hygiene, with routines clearly established as part of the provision. Areas for toileting and washing are spotlessly clean and well-maintained. Children look after their own equipment and that of others, developing a fine sense of group responsibility and learn to manage risk. There are comprehensive risk assessments for all activities. The access to the outside area is safe and clutter-free. As a result, all children go out together to enjoy the fresh air, never getting in each other's way and creating hazards. Effective and flexible activities and careful interventions were observed

in which children are motivated and engaged.

Children are always well-supervised throughout the session, with daily checks made on resources and equipment. The accommodation remained clean during the morning, with children themselves taking some responsibility as part of the structured learning activities. Records of all activities that children have been involved in are extensive and comprehensive. They show levels of progress in Early Years Outcomes and used to further plan individual children's expected progress. For those children who need additional support effective multi-agency working and successful decision making has resulted in outstanding progress over time.

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

All staff are deeply committed to the highest standards of care and learning for all children. They make both children and their parents and carers really welcome and happy to be at the playgroup. They show a keenness to develop activities that will engage and arouse curiosity, at the same time promoting health and safety. Safeguarding procedures are understood by staff, who ensure that comprehensive records are maintained, such as a visitors signing in and out book, as well as a record of accidents. All practitioners have had training in both first aid and safeguarding and are able to identify possible signs of abuse and know the agencies to contact if required. The certificates for these are on display in the entrance for parents and carers to view. There is an awareness of the local authority whistle blowing policy and staff are confident about whom to report any concerns to. There are appropriate procedures in place for recruiting and vetting staff, which ensure that they are suitable and safe to work with children. The ongoing procedures for maintaining staff records is systematic and robust, with the weekly frequency of formal staff meetings where new policies and procedures are discussed ensuring that issues relating to individual children are effectively shared.

The positive vision of the manager and her deputy are shared by all and communicated well to children, parents and carers. Staff share new knowledge gained from attending training courses to support each other's continuing professional development, with strong evidence of improvement of teaching and learning in observed practice. Existing monitoring arrangements for supervising practitioners are thorough. This process is yet to be recorded even more formally, to ensure that all staff are even better supported in planning and providing children with educational programmes, so that children make the best possible progress in their learning and development.

There is a real commitment to self-evaluation and improvement, which has become embedded over time, using the local authority's own process. This has promoted a successful atmosphere of self-evaluation and collective reflection within the setting, leading to further improvement. Parents and carers are welcomed and feel comfortable in seeking information about the session's activities and questioning staff about the behaviour and progress made by their child. They contribute effectively to the learning journey files. Parents have great confidence in the playgroup that their children's needs

have been quickly identified and exceptionally well met through highly effective programmes and partnerships.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	316402
Local authority	Rochdale
Inspection number	868357
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	28
Name of provider	Cutgate Playgroup Committee
Date of previous inspection	07/07/2009
Telephone number	07716 209 421

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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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