

Moston Methodist Church

Inspection report for early years provision

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Inspector

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Setting address

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Moston Methodist Church playgroup was registered in 1990. It operates from the main hall and two side rooms within the Methodist Church, in the Moston area of Manchester. The setting serves the local area, close to shops, parks and the library. The setting is accessible to all children and there are safe and secure grounds available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9.30am until 12pm and 12.30pm until 3pm. The setting does not open on Tuesday afternoons. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time, all of whom may be on the Early Years Register. There are currently 28 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five members of childcare staff. All hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and settle quickly in the welcoming and friendly atmosphere of this setting. A key person system is in place so that children's individual welfare needs are met and some systems have been developed to support children's progress. Children make sufficient progress in most areas, although there are gaps in some aspects of learning. The manager has a clear vision for the setting and is beginning to evaluate further areas to develop. All required policies and documentation is in place and supports staff in safeguarding children.

What steps need to be taken to improve provision further?

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

- encourage children to make patterns, count and match together, discover things about shape, distance and measure, numbers, counting and calculating through practical situations
- develop current systems used for observation, evaluation and assessment to ensure that staff accurately identify children's starting points and provide children with appropriate challenges
- implement questioning techniques in planned, spontaneous and routine activities to encourage children to develop their thinking, problem-solving and decision-making

- develop further opportunities and experiences for children to learn about their own and other cultures.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a very good understanding of local safeguarding procedures. They are well informed about child protection and have the appropriate contact details available should they be concerned about a child. All staff have been appropriately vetted and the recruitment procedures in place are detailed and effective. Staff complete comprehensive risk assessments to ensure the suitability of the premises and equipment. Children are further protected because the staff keep well organised accident, medication and attendance records.

Staff are knowledgeable about the Early Years Foundation Stage and use this effectively to support children in their learning. There is a broad range of resources for children to choose from, including technological toys, such as a digital camera and child-appropriate laptops. Staff organise resources so they are accessible to all, such as writing and creative materials. This means that children are able to thrive and enjoy their learning.

The staff have an awareness of the strengths and weaknesses of the setting. However, this self-evaluation is mostly undertaken by the manager. Systems in place adequately identify areas to improve. For example, the manager is beginning to implement tracking systems so the children's progress can be monitored. This means that aspects of learning can be sufficiently evaluated. The manager communicates her ambition and drive in a clear manner through staff meetings.

Staff have generally positive relationships with parents and carers. They obtain basic information about each child at admission, such as dietary needs and likes. This means that parent's wishes and children's needs are appropriately met. Staff and parents share some information about children's progress. However, details about children's starting points are not obtained. This means that some children's progress is not maximized. The setting has developed relationships with other settings by providing transition information so that they have an understanding of the child's needs.

The setting offers sensitive support to children who have special educational needs and/or disabilities. They support children with additional needs, such as speech delay, by writing individual education plans for them. Children are beginning to develop positive attitudes towards themselves and others as the staff teach them about their own cultures and beliefs and challenge discriminatory behaviour.

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

Children quickly develop a sense of security and belonging because the staff are careful to meet their needs. Children are able to move freely and safely around the setting because the staff ensure the environment is safe. For example, the children know to walk inside as rules are displayed in a child friendly way. They are confident as staff maintain organised routines, such as circle time. Children are careful with tools, such as dough cutters, as staff teach children how to use them correctly.

Children's good health is promoted by the setting. They wash their hands before snack because staff have established good routines and all equipment is at the children's level. They learn about making healthy choices at snack time as they are offered a wide choice and staff talk to them throughout the rolling snack time. Children are developing good physical skills as they use a variety of resources. For example, children can climb over and through a caterpillar tunnel. They have access to this in all weathers as staff provide waterproofs for the children to use.

Staff observe children and collate these in Learning Journey's, but these are inconsistently linked to the Early Years Foundation Stage. This means that children are not always challenged. Children are developing generally good language levels. They enjoy looking at books and retelling stories. For example, they use puppets to retell the story 'There was an old lady who swallowed a fly'. Children join in with basic activities, looking at size and pattern, such as making big and little spiders in the dough area. However, these activities are limited and staff's questioning is basic, so potentially children's progress in this area is not maximized. Children are gaining developmentally appropriate skills in using technology as they access a range of programs on the computer. For example, children use a mouse to select what food they want in a cafe.

Children are well behaved in the setting. This is because there are clear expectations and children are reminded of the rules of the setting. Children are beginning to learn about their own other cultures, through basic activities, such as, Chinese dragon dancing for Chinese New Year. However, some opportunities are missed, so children are not getting a broad range of experiences.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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