

Slade Lane Neighbourhood Centre

642 Stockport Road, Longsight, Manchester, M13 0RZ



Inspection date

Previous inspection date

2 March 2015

20 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not complete the progress check for children aged between two and three years. This means parents do not receive a written summary of children's progress during this time.
- Planning systems are not yet fully developed. Challenging activities are not always planned based on children's interests and next steps in learning, in order to support children to make the best progress.
- Staff do not always consistently use a range of teaching strategies, such as open-ended questions, to support children's language development.
- Self-evaluation lacks the rigour needed to strengthen the links between identified priorities and plans to secure continuous improvement.

It has the following strengths

- Staff demonstrate a sound understanding of child protection and have developed safeguarding procedures to ensure that children's safety is promoted.
- Children are happy in the playgroup. They have good bonds with the staff who are warm and supportive. This supports their physical and emotional well-being.
- There are effective systems in place to ensure the indoor and outdoor environments are checked regularly and steps are undertaken to ensure any risks to children are minimised.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- complete the progress check for children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas.
- ensure that planning systems are effective in planning challenging activities based on accurate observations and children's next steps in learning, in order to support all children to make good progress in all areas of learning.

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

- improve the quality of teaching by using a wider range of teaching strategies, for example, by encouraging staff to use even more open-ended questions to better support children's language development
- implement more thorough and focused self-evaluation that strengthens the links between identified priorities and plans to secure continuous improvement, in order to further improve the provision for children.

Inspection activities

- The inspector had a tour of the playgroup.
- The inspector observed activities and the quality of teaching.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held discussions with the manager and the deputy manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.

Inspector

Nicola Kirk

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff have worked hard since the last inspection to develop their observations and assessment of children's progress. The children have their own learning files. These include accurate observations, planned next steps and ideas for parents to extend their children's learning at home. These files are regularly shared with parents. However, the observations and next steps are not always used to plan activities for children. Therefore, challenging activities are not planned consistently and regularly to ensure that children are always supported to make the best possible progress in all areas. Consequently, children are not always actively engaged in challenging activities. Staff encourage children to name colours and count groups of objects, which supports their mathematical development. They support children who are beginning to speak by speaking slowly and pointing to the objects as they speak. For example, at mealtimes, they point to the milk and water as they say the words. However, the use of questioning is mainly limited to asking closed questions to check what the children all ready know and does not support the children to think and talk. Staff complete a checklist as soon as the children begin attending. However, they do not complete the progress check for children aged between two and three years. Therefore, parents do not know what progress their child is making during this time.

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

All children are allocated a key person when they start. Parents are encouraged to stay with their children when they begin attending. Children are happy and confidently explore their surroundings. They comfortably chat with staff and enjoy playing alongside them. Staff teach children good hygiene skills, and ensure children have the opportunity to develop their independence. They provide healthy snacks and encourage children to be independent by drinking from cups and helping to peel their own fruit. This helps children build an understanding of being healthy and doing things for themselves. Staff ensure children have opportunities to play outside for regular exercise. Staff teach children to behave well, and support them to take turns and share.

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

Staff have worked hard since their last inspection, to ensure that children remain safe. They ensure that safeguarding procedures are clear and all staff are aware of child protection issues and who to contact if they had a concern about a child or a member of staff. All staff are first-aid qualified. This means that they are able to respond appropriately to an accident. The manager has started to monitor the progress of children. The staff carry out some self-evaluation. However, areas for improvement are not focused enough on how they plan to improve the provision for children.

Setting details

Unique reference number	500181
Local authority	Manchester
Inspection number	1000110
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	Slade Lane Neighbourhood Centre Committee
Date of previous inspection	20 November 2014
Telephone number	0161 224 1451

The Slade Lane Neighbourhood Centre was registered in 1994. The playgroup employs two members of childcare staff, who both hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. They also run open access play schemes during the school holidays. The playgroup provides funded early education for two- and three- year-old children.

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