

Boothstown Playgroup

Boothstown Village Hall, 9 Vicars Hall Lane, Worsley, MANCHESTER, M28 1JF



Inspection date

31 March 2015

Previous inspection date

9 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff organise a broad range of challenging and well-planned activities for children, which supports them to make consistently good progress in their learning.
- The well-established key-person system helps children to form close emotional attachments as staff skilfully support them in their play. Consequently, children feel safe and secure in the playgroup environment.
- Children follow good hygiene routines, enjoy healthy snacks and participate in daily outdoor activities, which successfully promote their good health.
- Staff have a very good knowledge and understanding of their responsibility to safeguard children, which is successfully translated into practice. This means that children are well protected and can play and learn in safety.
- Partnerships with parents, other early years providers and external professionals are very good and make a significant contribution to meeting children's individual needs.

It is not yet outstanding because:

- Opportunities for children to extend their play and learning about the world around them by exploring an extensive range of multicultural resources are not yet fully established.
- The organisation of daily routines, such as snack time, does not always provide children with opportunities to enhance their social skills and independence skills.

What the setting needs to do to improve further

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

- enhance opportunities for children to learn about the similarities and differences between people and communities during their play, for example, by providing an extensive range of multicultural resources for children to explore in the home corner
- review the organisation of snack time in order to provide children with a wider range of opportunities to extend their independence skills, for example, by encouraging them to prepare food and pour their own drinks.

Inspection activities

- The inspector observed children's activities in the indoor and outdoor environments.
- The inspector held discussions with the manager and spoke to key persons, staff and children throughout the inspection.
- The inspector carried out a joint observation with the playgroup manager.
- The inspector looked at relevant documentation, including a sample of policies and procedures, children's records, risk assessments and evidence of the suitability of all staff.
- The inspector discussed the arrangements in place for self-evaluation with the manager.
- The inspector took account of the views of a small selection of parents spoken to on the day of the inspection.

Inspector

Julie S Kelly

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a broad range of good-quality resources that capture children's interests and motivate them to learn. They have a secure understanding of the learning and development requirements and plan purposeful activities. Consequently, children make consistently good progress in their learning. Children are excited as they listen to a familiar story, join in with repeated phrases and tell staff what will happen next. The effective use of props and puppets to support their understanding is highly successful, particularly for those children who speak English as an additional language. Children learn about different cultures and beliefs as staff teach them about celebrations, such as Chinese New Year and Diwali. However, children have fewer opportunities to learn about the similarities and differences between people and communities during self-chosen activities in the role-play area. Staff regularly share information about children's achievements and parents contribute towards assessments, ensuring children's learning is supported at home. Children with special educational needs and/or disabilities are very well supported, through strong partnership working with external professionals.

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

The key-person system is highly effective and successfully supports children's physical and emotional well-being. Consequently, children settle very quickly and form secure attachments with the adults who care for them. Children have daily opportunities to be active and engage in physical play, both indoors and outdoors. Staff teach children the importance of adopting a healthy lifestyle. They articulately explain that milk helps them have strong teeth and bones because it contains calcium. As a result, children's good health is effectively promoted. Staff do not always make the best use of daily routines to enhance and reinforce children's independence skills. For instance, at snack time children cannot reach the fruit in the middle of the table and they are not encouraged to pour their own drinks or prepare the food. Staff provide children with clear and consistent boundaries. As a result, their behaviour is very good. Children develop positive attitudes to others and to learning, which prepares them well as they get ready for nursery or school.

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

Staff place a high priority on safeguarding and thoroughly understand their responsibilities to ensure children are well protected. Staff have a secure knowledge of the procedures to follow in the event of a child protection concern or an allegation made against a member of staff. All gates are locked, doors are fitted with keypads and a camera and staff are vigilant at checking the identity of visitors. Furthermore, the effective deployment of staff at the door at arrival and collection times means that children are well protected from unwanted visitors and cannot leave the premises unsupervised. There are effective procedures in place for supervision and training to ensure that staff continue to update their knowledge and skills. Rigorous systems for monitoring the effectiveness of the environment and consistent self-evaluation accurately identify targets for improvement.

Setting details

Unique reference number	EY434832
Local authority	Salford
Inspection number	1009734
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	62
Name of provider	Joanne Austin
Date of previous inspection	9 March 2012
Telephone number	07872481279

Boothstown Playgroup was registered in 2011. The playgroup employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and level 2. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3.25pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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