

Hopwood Park Playgroup

Hopwood Bowling Club, Hopwood Green, Coronation Avenue, HEYWOOD,
Lancashire, OL10 2NB



Inspection date

27 April 2015

Previous inspection date

13 January 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Some staff do not have a secure understanding of all the procedures for reporting concerns to other agencies if this was necessary, in order to fully safeguard children's welfare.
- Managers and staff have not implemented the progress check for children between the ages of two and three years due to a lack of knowledge of requirements.
- Evaluation of the playgroup, including identifying staff training needs, has not been sufficiently rigorous to identify where there are breaches in requirements or to bring about continuous improvement in practice.
- Some resources, such as for information and communication technology and for snack-time routines, are not used to the best possible advantage to support children's learning.

It has the following strengths

- Children select from a broad range of activities indoors and outside, which cover all areas of learning and reflect their interests and needs. The environment is rich in text and numbers, as well as information to help parents support their children's learning.
- Parents praise the staff for being friendly and informative. Children form attachments to key persons, which promotes their emotional well-being.
- Partnership working with other professionals supports the progress of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that all staff have a secure knowledge of procedures in line with those of the Local Safeguarding Children Board in the event of needing to report any concerns about other staff to external agencies, so that children are fully safeguarded
- demonstrate a secure knowledge of the progress check for children between the ages of two and three years and implement this, so that children's strengths in learning and any areas for concern, including how these are to be addressed, can be shared and planned for with their parents and other professionals
- implement ways to ensure that all children have equal opportunities to use information and communication technology equipment as part of their learning about understanding the world.

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

- implement robust methods for checking staff's knowledge and identifying all training needs as part of rigorous evaluation of the provision, in order to bring about continuous improvements in practice and meet all legal requirements
- develop greater use of routines, such as snack time, to extend children's learning, including their self-help skills.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor area, and viewed toys, resources and equipment.
- The suitability of staff and managers were checked, along with evidence of the qualifications held by staff.
- Meetings were held with the manager of the playgroup, and the inspector spoke to members of staff when appropriate.
- The inspector and the manager carried out a joint observation and discussed with staff the ways in which practice in the playgroup is evaluated, in order to make plans for improvement.
- The inspector also took account of the views of children and parents spoken to on the day.

Inspector

Jennifer Kennaugh

Inspection findings

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

Assessment of children's learning, in order to track their progress is comprehensive and covers all areas of learning. This is used to make thorough plans, which support children's future progress. However, the lack of implementation of the progress check means that the earliest opportunities to review children's progress with others are not taken. This is because these summaries of progress are not shared with parents or other professionals before children turn three years of age, in order to plan together for future learning. However, the playgroup does provide written summaries of progress for all children to their parents after the first term they attend, which lessens the impact of not complying with the assessment requirement. Staff use information from parents and children's interests when planning, in order to motivate children to learn. They teach children letters and sounds, in order to provide a basis for their later progress in literacy. Staff teach children how to add, subtract and count using objects to support their learning about numbers. However, children's learning in information and communication technology is not maximised because their use of the computer is not effectively managed to ensure that all who wish to use this, have the opportunity. Children are gaining the skills needed for school and make steady progress in most areas of learning, although, not all legal requirements are being met.

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

Not all staff have a secure knowledge of the procedures to be followed in the event of needing to report any safeguarding concerns about other staff's behaviour with children to external agencies, so that safeguarding is robust. However, managers do demonstrate suitable knowledge of these procedures, in order to carry out their safeguarding roles. Children enjoy daily outdoor exercise and learn how to take small risks as they test their whole-body coordination. They make choices from healthy foods and learn how to maintain good dental health. Children are learning the self-help skills needed to be confident at school through routines, such as finding their coat pegs on arrival. However, some routines are not fully used to develop children's self-help skills. For example, children do not help to prepare the area used for snack times.

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

The management of the playgroup lacks the robust knowledge of requirements needed to ensure that there are no breaches of these. Checks on staff's knowledge lack rigour and this means that not all training needs are identified. Consequently, staff do not have the knowledge required to support all aspects of children's welfare and learning. Only two staff are qualified at level 3 and this means that children do not benefit from this level of skills and knowledge at all times to support their progress. All records, documents and qualifications are in place to support the running of the playgroup. Risk is suitably managed, in order to help prevent accidents to children.

Setting details

Unique reference number	EY398336
Local authority	Rochdale
Inspection number	859952
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	24
Name of provider	Hopwood Park Playgroup Partnership
Date of previous inspection	13 January 2010
Telephone number	07760 147 322

Hopwood Park Playgroup was registered in 2009. The playgroup is open in term time only from 9am to 12 noon. There are five members of staff employed to work with the children. Two of the staff are qualified at level 3 in childcare and two are qualified at level 2. The playgroup provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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