

Inspection date

11 June 2015

Previous inspection date

22 January 2015

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 have a clear understanding of the staff to child ratio requirements of the Early Years Foundation Stage and, as a result, they are not consistently met.
- Staff do not routinely complete the progress check for children between the ages of two and three years.
- On occasion, planned activities are too adult-led and do not give children opportunities to express their own thoughts and ideas.
- Arrangements for self-evaluation do not rigorously focus on teaching and learning, or take into account the views of parents and children, when staff decide on improvements that could be made.

It has the following strengths

- The indoor and outdoor environments are well resourced and organised, which motivates children and helps them to develop positive attitudes to learning, in readiness for school.
- Children make strong relationships with their key person, which successfully promotes their sense of security and confidence.

What the setting needs to do to improve further

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

- ensure that the correct staff to child ratio requirements are met at all times
- improve staff understanding of the progress check for children between the ages of two and three years and ensure it is completed for all children in a timely manner.

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

- provide further opportunities for children to express their own thoughts and ideas, for example, by providing a wider range of materials and media for them to use independently during creative activities
- develop arrangements for self-evaluation and the identification of strengths and weaknesses further, to include the views of parents and children, and focus on the impact of teaching and learning.

Inspection activities

- The inspector observed children's activities both indoors and outdoors.
- The inspector checked the evidence of the suitability and training of all staff.
- The inspector evaluated the quality of teaching with a member of staff.
- The inspector discussed the process for self-evaluation with the manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records and risk assessments.
- The inspector took account of the views 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 requires improvement

Staff provide children with a range of activities to promote their learning and development across the seven areas of learning. Children enjoy projects, such as mini-beasts, which helps them learn about the world around them. For example, children squeal with delight as they discover worms, beetles, spiders, slugs and snails. However, on occasion planned creative activities focus on an end product rather than the process. This means that children cannot represent their thoughts and ideas in their own way. Due to ratio requirements not being met, there are periods of time when children are not fully engaged in activities or purposeful play. This is because staff are busy attending to younger children's physical needs. Staff complete observations and assessments of children's achievements and plan for the next steps in their learning. Consequently, they make steady progress and achieve expected levels of development for their age. However, not all children have had the progress check between the ages of two and three years. This means that staff do not have the information to identify any possible concerns about children's development promptly and share these with other professionals.

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

Staff know children in their care well because the playgroup operates an effective key-person system. For example, children seek out their key person to share activities and conversations, and if they need comfort or reassurance. This enables children to develop a sense of belonging and self-esteem. Staff provide children with a wide range of nutritious snacks and teach them the importance of adopting a healthy lifestyle. Access to the outdoor play area means that children benefit from fresh air and exercise. As a result, their health is successfully promoted, which has a positive impact on their physical and emotional well-being.

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

Staff follow policies and procedures, and prioritise safeguarding and child protection. They are well qualified and regularly update their knowledge and skills through appropriate training. For example, safeguarding training undertaken by staff means that they are aware of new information and ensure children are well protected. Staff track children's progress so that they can identify if there are any gaps in their learning and seek appropriate support. They establish good relationships with parents, which effectively promotes continuity of children's care and learning. Staff share information about children's achievements and parents contribute to their child's assessments, which ensures their learning is supported at home. They work closely with other early years providers to ensure children are well supported as they move on to the next stage in their learning. Staff evaluate their own practice and the process has improved following the actions raised at the last inspection. However, the self-evaluation process is still not rigorous enough to focus strongly on teaching and learning, or include the views of parents and children.

Setting details

Unique reference number	500186
Local authority	Manchester
Inspection number	1004835
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	28
Name of provider	Jane Richardson
Date of previous inspection	22 January 2015
Telephone number	0161 681 1385

St Wilfrids was registered in 2003. The playgroup employs two members of childcare staff, including the manager. Both members of staff hold an appropriate early years qualification at level 3. The playgroup opens from Monday to Friday, term-time only. Sessions are from 9am until 12pm and 1pm until 3.30pm. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children.

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