

Crumpsall Park Day Care Group



The Lodge House, Crumpsall Park, Ash Tree Road, Manchester, Lancashire, M8 5SA

Inspection date 11 June 2015
Previous inspection date 5 July 2011

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 provide home visits as part of the effective settling-in process. Children quickly develop strong attachments with staff.
- Children's physical health is well promoted as they access a wide range of stimulating, challenging outdoor resources, such as the balancing beams and climbing equipment in the park.
- Detailed, informative learning journals and regular meetings with parents result in them being well informed of their children's learning and development.
- Robust risk assessments and staff implementing a wide range of policies help keep children safe and secure.
- Good partnership work with schools ensures children are well supported during times of transition.
- Children's language development is very well promoted as they find letters and numbers hidden in each room, which they post in the post box. Children are developing skills to prepare them for school.

It is not yet outstanding because:

- Staff do not have regular opportunities to discuss their individual teaching practice and share good practice, to further improve the quality of teaching.
- Occasionally, staff do not encourage children to listen to others or take turns, which means some children do not always get an opportunity to respond to questions or take part.

What the setting needs to do to improve further

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

- provide regular opportunities for staff to discuss individual practice and share good practice, to further improve the quality of teaching across the setting
- improve opportunities for all children to take part in activities by encouraging them to take turns and listen to each other.

Inspection activities

- The inspector observed activities in the indoor and outside learning environments, and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures, and looked at children's assessment records and planning documentation.
- The inspector looked at documents and checked evidence of the suitability and qualifications of staff working with children, and the provider's evidence of self-evaluation.
- The inspector took account of views of parents and carers spoken to on the day.

Inspector

Kim Boughey

Inspection findings

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

Staff have a good understanding of the Early Years Foundation Stage. They provide purposeful resources to support children with their learning at home. For example, books and games are used by parents to further promote children's language and literacy skills. Staff observations of children are used to clearly identify next steps in their learning and development. These feed into purposeful planning to ensure individual needs are well met. Children are quickly learning about the world, and developing good communication and language skills as they play with the cars on the road track. Staff skilfully extend learning as they talk about the jobs people do, such as fire-fighters and the police. Occasionally, staff do not encourage children to listen to others in group activities. This means some children's ideas are not heard and some children do not have a chance to be involved. Children are skilfully supported in developing their mathematical and thinking skills during an adult-led activity. Staff encourage children to identify shapes selected from a bag and children then enthusiastically explore the room to find an item matching the shape.

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

Children are developing very good self-care and independence skills. They confidently use the toilet, wash and dry their hands, and pour their own drinks from jugs at snack time. Clearly labelled resources support children in confidently making choices relating to their interests. Children's health and well-being are well promoted. They learn how to brush their own teeth, plant and grow vegetables, and tidy away resources to prevent trips and falls. Healthy snacks are provided daily. Children are learning to share and take turns as they negotiate together which chair they want to sit on. During snack time staff provide an interesting adult-led activity, using a book, to promote literacy and understanding of healthy lifestyles. A well-resourced sensory room enables children to experience a wider range of purposeful, good quality learning opportunities.

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

All children, including those with special educational needs and/or disabilities, and children who speak English as an additional language, make good progress in their learning and development from their starting points. This is due to managers monitoring children's progress and strong, effective partnership work with parents and specialist services. An effective self-reflection process involves parents contributing their ideas. This ensures strengths and areas for improvement are clearly identified. Detailed action plans are in place to ensure continuous improvement across the setting. Staff are appropriately qualified, which has a positive impact on children's experiences, and any training is discussed as a team and quickly embedded in practice. For example, recent training focusing on children's communication and language development has resulted in staff developing a communication-friendly environment. However, staff do not have extensive opportunities to discuss their own practice or share good practice with other staff, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY268025
Local authority	Manchester
Inspection number	856072
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	41
Name of provider	Crumpsall Park Day Care Group Committee
Date of previous inspection	5 July 2011
Telephone number	0161 720 9309

Crumpsall Park Day Care Group was registered in 1994 and is situated in the Crumpsall area of Manchester. The setting employs six members of childcare staff, five of whom hold appropriate early years qualifications at levels 2 and 3. The setting opens 39 weeks per year. Sessions are from 9am until 4pm, Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

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