

# Shawe Hall Pre-School Playgroup

Shawe Hall Community Centre, Church road, Urmston, Manchester, M41 6HJ



## Inspection date

12 June 2015

Previous inspection date

16 September 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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The well-qualified, experienced staff are skilled in providing experiences for children's individual needs. This ensures that every child makes good progress from their starting points, including children with English as an additional language and special educational needs and/or disabilities.
- Children are happy, settled and content, because all staff provide a caring and nurturing environment that effectively promotes their well-being.
- The protection of children is good, because staff know the procedures to follow if they have concerns regarding the welfare of a child. There are policies in place, which underpin good practice and they are reviewed and updated regularly. Safety is maintained because daily safety checks are implemented to minimise hazards.
- The manager and her staff demonstrate a commitment to review and improve their practice. This has a positive impact on staff practice and promotes children's learning.

### It is not yet outstanding because:

- The organisation of daily routines occasionally interrupts children's group play and learning sessions.
- Systems to work consistently in partnership with the other settings that the children attend are not fully developed.

## What the setting needs to do to improve further

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

- review the organisation of daily routines so children's play and learning is not disturbed
- strengthen systems to share more information with other providers that the children attend, to provide complementary learning experiences.

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in both the inside and outside environments.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children.

### Inspector

Lynn Byrne

## Inspection findings

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

Children demonstrate they are confident learners as they freely choose the direction of their play. They have access to a wide range of stimulating toys and resources, both indoors and outside. Staff observe the children as they play, to establish their level of development and use the information gained to provide challenging activities, in all areas of learning. Staff play alongside the children and use a wide range of good teaching strategies to extend children's knowledge and understanding. For example, children develop mathematical understanding as they estimate how much water is needed to fill a jug. Children show high levels of concentration, and are eager and motivated to learn as they explore the outdoor area with magnifying glasses. Staff ask the children relevant questions to promote language skills and encourage them to solve problems as they identify bugs. As a result, children are gaining the key skills needed for their next stage in learning and school. Staff provide small group sessions that are led by adults. However, occasionally, children's play and learning is interrupted with daily routines, such as snack and tidy up times. Staff gain purposeful information from parents during their child's settling-in visits. Consequently, staff are able to quickly establish children's level of development and settle children smoothly into the playgroup.

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

Staff are very good role models. Children understand what behaviour is acceptable as staff take a consistent approach in their expectations of children's behaviour. Children are learning how to manage their feelings and behaviour because staff carefully explain the effect of unwanted actions on others, such as not sharing toys. Children are encouraged to manage their own personal hygiene needs in preparation for their move to school. As a result, children are developing skills to support their independence. Children learn about foods that are good for them through discussions at snack time, books and activities. Staff hold first-aid qualifications to enable them to deal appropriately with accidents. This ensures children's well-being and welfare is promoted.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. Since the last inspection, systems to identify any gaps in learning for individual children, and groups of children, have been successfully implemented. Consequently, children's additional needs are quickly identified and additional help from professionals is gained to close the gaps. Regular staff supervisions ensure practice is consistent throughout the playgroup. Partnerships with parents and health professionals are good. Parents state they are very happy with the care and education their children receive and that they have regular feedback regarding their child's progress. However, systems to share information with professionals from other settings that the children attend are not

fully established, to ensure continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	318702
<b>Local authority</b>	Trafford
<b>Inspection number</b>	868520
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Gemma Piggott
<b>Date of previous inspection</b>	16 September 2011
<b>Telephone number</b>	0161 748 0539

Shawe Hall Pre-School Playgroup was registered in 1997. The playgroup employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the manager with level 5. The playgroup is open from 9.30am until 12.30pm, on Monday, Tuesday, Thursday and Friday, and 1pm until 4pm, on Thursday. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language and children with special educational needs and/or disabilities.

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