

Spring Willows Playgroup

St. Annes House, Ryecroft Avenue, Heywood, Lancashire, OL10 1QB



Inspection date

16 September 2015

Previous inspection date

19 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers and staff have addressed all breaches in statutory requirements so that the provision for children's welfare and the quality of teaching are now of a consistently good standard.
- Children are confident, settled and keen to learn. They form secure emotional attachments to their key persons. Care practices promote children's physical and emotional well-being.
- Children are rapidly gaining the skills needed for their next steps in learning, including children with special educational needs and/or disabilities. There are thorough systems in place to quickly identify any emerging gaps in children's progress so that these can be narrowed.
- Parents are provided with frequent and accurate information about their children's progress and the steps needed to further this. Staff also provide a variety of ways for parents to contribute to their children's good progress.
- The staff and managers work effectively in partnership with other agencies, professionals and settings in order to improve outcomes for all children.
- Managers demonstrate a strong commitment to continuous improvement by bringing about rapid improvements in practice.

It is not yet outstanding because:

- Not all opportunities are taken to build further on the good progress children are making in developing independence skills.
- Staff do not always make the best possible use of activities to help children further extend their development of concentration skills.

What the setting needs to do to improve further

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

- identify and use all possible opportunities to further enhance children's progress in developing independence skills
- make the maximum use of all opportunities to build on children's existing good progress in learning to concentrate.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held meetings with the deputy manager and the provider. She looked at relevant documentation, such as the plans for improvement and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also spoke to children.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

Records regarding the suitability of all staff are now available for inspection. Procedures for the recruitment of new staff and for the use of mobile phones and cameras on the premises have been reviewed. The arrangements for safeguarding children are now effective. Managers have implemented rigorous and regular checks on staff practice so that they make consistently effective use of the skills and knowledge gained through their training and qualifications. Interventions to help staff improve their teaching skills are precisely focused and frequently reviewed. Managers make effective use of information about the progress of groups of children and individuals, in order to set targets and make plans for raising children's achievement. They make thorough checks on activities and the physical environment to ensure that staff provide levels of challenge which are accurately matched to children's learning needs. Managers identify where changes can be made in order to further improve outcomes for children, including by obtaining children's and parents' views.

Quality of teaching, learning and assessment is good

Staff make effective use of children's talk to promote their learning. They demonstrate good practice when helping children to think and use their own ideas in a variety of situations. As a result, children have good opportunities to solve problems, be imaginative, and use numbers in order to extend their learning. There are frequent opportunities for children to develop their communication skills and learn the skills needed for later progress in literacy. However, staff do not yet make the best use of all possible opportunities to enhance children's independence or to help them build further on their ability to concentrate. This lessens the impact of some activities and routines on children's learning outcomes. Staff provide good opportunities for children to learn about diversity in their community and the wider world.

Personal development, behaviour and welfare are good

Procedures to quickly settle children into the playgroup are effective. Staff have a good knowledge of the needs, interests and care required for individual children. There are effective measures to promote continuity when children move on to their next stages in learning. Staff respect children's views and encourage them to express their ideas. This supports children's development of good self-esteem. Staff praise children's efforts and successes and act as role models so that children learn good manners. They set firm boundaries so that children quickly learn to manage their own feelings and behaviour. Children have good opportunities to enjoy exercise, take well-managed risks and test their coordination skills.

Outcomes for children are good

All children make good progress in their learning, whatever their starting points. They learn effective hygiene routines as part of developing self-care skills. Children learn how to behave well and manage their own safety. They are becoming independent. Children learn about the factors that contribute to a healthy lifestyle.

Setting details

Unique reference number	316426
Local authority	Rochdale
Inspection number	1010775
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	27
Name of provider	Jayne Carmichael Greenwood
Date of previous inspection	19 March 2015
Telephone number	01706 624848

Spring Willows Playgroup was registered in 1997 and is situated in the Heywood area of Rochdale, Greater Manchester. The playgroup operates from 9am to 3.10pm on weekdays during term time only. Eight staff hold level 3 qualifications and one holds level 5.

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