

Milnrow Pre-School Playgroup

Charles Lane, Milnrow, Rochdale, Lancashire, OL16 3NZ



Inspection date	6 November 2015
Previous inspection date	24 June 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 quality of teaching is consistently strong. The well-qualified staff use accurate assessments to identify children's next steps in learning. They provide a balance of both activities led by adults and times for children to freely choose their play. Children gain the skills and attitudes needed for their next steps in learning and school.
- The key-person system is well established and effective. Children develop close relationships with the caring and sensitive staff. This supports children to develop high levels of confidence and a strong sense of emotional security.
- The manager and staff demonstrate a strong commitment to improve the quality of the pre-school. Significant improvements have been made since the last inspection. The manager takes into account the views of the parents to identify further areas to improve the setting.
- Parents and staff work effectively in partnership to share purposeful information about children's progress. Parents contribute to the initial assessments of their child's starting points. They are encouraged to support their child's learning at home.

It is not yet outstanding because:

- Systems for supervising staff's performance and identifying highly focused professional development are not embedded.
- Resources to reflect and value the diversity of children's backgrounds and experiences are limited.

What the setting needs to do to improve further

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

- implement the systems for highly effective supervisions to identify extremely focused professional development
- extend the range of resources to reflect and value the diversity of children's backgrounds and experiences.

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 pre-school's manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lynn Byrne

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of the statutory and other government requirements and ensures they are implemented. Staffing arrangements meet the needs of the children and ensure their safety. The arrangements for safeguarding are effective. Robust policies and procedures identify areas of the setting that need to be checked on a regular basis. All staff have a strong knowledge of how to identify and remove or minimise hazards to children. Staff are well qualified and continue to improve their knowledge and understanding by attending further training. For example, staff have improved their understanding of child development for younger children. The manager has attended training to enable her to effectively supervise staff's practice. However, the arrangements are new and are not yet leading to rigorous performance management. Children's progress is monitored well by the manager. Any gaps in learning for individual children or groups of them are quickly identified and targeted.

Quality of teaching, learning and assessment is good

Children are active learners and they initiate many activities themselves which are skilfully supported by staff. The quality of staff interaction is good, which engages children and motivates them to learn. The manager and staff have high expectations of all children. Staff ensure that planning promotes the seven areas of learning well. They effectively provide challenging activities that promote communication and language and develop physical, personal, social and emotional skills. All children, including those who speak English as an additional language, are acquiring the key skills to support their development. Children are acquiring the skills they need for future learning and school. Staff provide a wide range of opportunities for children to learn about people and communities beyond their immediate experiences. However, resources that reflect and value the diversity of children's backgrounds are limited.

Personal development, behaviour and welfare are good

Children are happy and well settled as staff effectively promote their well-being. They confidently explore the stimulating environment and make independent choices about what they want to do. Staff are good role models and give children lots of positive praise and encouragement. They provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony. They develop good independence skills as they serve themselves healthy snacks and change their clothes for physical activities. Children have continuous access to the outdoor area which means they receive lots of opportunities for fresh air and physical activities to support their good health and physical well-being. The outdoor learning also helps to develop their understanding of managing risks.

Outcomes for children are good

All children make consistently good progress, including children whose starting points are below expected levels of development. They are acquiring the skills they need for future learning and are meeting or working beyond the level of development that is typical for their age.

Setting details

Unique reference number	316412
Local authority	Rochdale
Inspection number	1021210
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	45
Name of provider	Milnrow Pre-School Playgroup Committee
Date of previous inspection	24 June 2015
Telephone number	01706 640 391

Milnrow Pre-School Playgroup was registered in 1992. The pre-school employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one with level 5 and one with Early Years Professional status. The pre-school opens Monday to Friday, term time. Sessions are from 8.30am until 4pm. It supports children who speak English as an additional language.

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