

St Matthew's Playgroup

c/o St Matthew's Infant School, Chadderton Hall Road, Chadderton, Oldham, OL9 0BN



Inspection date

9 November 2015

Previous inspection date

9 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children form secure emotional bonds with their key persons. Care practices promote children's physical and emotional well-being. They are settled, confident and motivated to learn. Parents praise how the enthusiastic staff and managers help their children to feel secure and happy in the playgroup.
- Children quickly gain the skills needed to be ready for school, including disabled children and those with special educational needs. There are rigorous systems in place to rapidly identify any emerging gaps in children's progress, including for groups of children, so that these can be targeted for action.
- There are excellent opportunities for parents and carers to work in partnership with the staff to promote their children's learning. They are given frequent opportunities to gain skills and knowledge to better support children's learning at home.
- Partnerships with other agencies, professionals and settings are used effectively by staff and managers to help improve outcomes for all children.
- The playgroup has a strong focus on professional development and training to enhance the skills and qualifications of staff. Managers make effective use of information about children's progress in order to identify training needs for both individuals and the whole staff team.

It is not yet outstanding because:

- Some daily events are not used to build further on the existing good opportunities for children to develop independence skills.
- Practice is not consistently of the highest quality for teaching children in the pre-school room how to listen when others are speaking to a group, as part of promoting the skills needed in readiness for school.

What the setting needs to do to improve further

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

- extend the use of all opportunities to build on the effective practice for teaching children how to be independent
- identify and enhance the use of all opportunities for providing consistently excellent practice for teaching pre-school-age children to listen in a group when others are speaking.

Inspection activities

- The inspector viewed the areas of the premises used by children.
- The inspector observed the quality of teaching during activities indoors and outside, 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 playgroup's plans for improvement and evidence of the suitability of staff working in the playgroup.
- 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

The arrangements for safeguarding are effective. Risk is managed well to help minimise hazards to children and prevent accidents. There are robust procedures in place to recruit and induct new staff, as well as to check the ongoing suitability of existing staff. Managers make very good use of what they know about children's progress in order to effectively deploy additional funding. They target staff training to children's identified needs in order to raise achievement in areas where children are progressing from lower than expected baselines. This contributes to the good progress of all children by building on existing effective practice. Rigorous reflection on practice involves both staff and managers. Parents and children are provided with a variety of ways in which to contribute their views and are quickly informed about how these have been acted on. The playgroup's approach to continuous improvement is dynamic.

Quality of teaching, learning and assessment is good

The staff provide good opportunities for children to learn about diversity in their community and the wider world, to help them gain a positive awareness of the similarities and differences to others. Staff demonstrate effective teaching in early numeracy and literacy. They read to children enthusiastically and ask them questions, enhancing children's thinking and speaking skills. Staff incorporate counting into activities so that children gain practise in this. Staff encourage children to test their ideas as part of developing their thinking skills and to persist with their efforts until they succeed. Children are praised when they persist and concentrate, contributing to their development of the skills needed to be ready for school. Children enjoy creative activities, which provide opportunities for them to practise making marks. Staff help children to sustain their imaginative play, which contributes to their ability to develop a storyline in readiness for later learning in literacy.

Personal development, behaviour and welfare are good

Toys and resources are accessible so that children can decide what they want to play with and find these independently. Staff also ask children what they to play with and follow their suggestions, which shows children that their views and ideas are valued. Children have good opportunities to develop strong self-esteem as staff praise their efforts and successes. Children learn to respect others and their needs as staff set clear boundaries about acceptable behaviour and have high expectations for this. Children learn about maintaining good dental health and why taking exercise is important. There are opportunities for children to test their physical skills and take well-managed risks. Staff teach children how to stay safe in a variety of situations, to help develop their future ability to manage their own safety.

Outcomes for children are good

Children make good progress in learning. They learn effective hygiene routines as part of developing self-care skills. They are becoming independent and learning how to make friends.

Setting details

Unique reference number	508066
Local authority	Oldham
Inspection number	872340
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	40
Number of children on roll	51
Name of provider	St Matthews Playgroup Committee
Date of previous inspection	9 December 2011
Telephone number	0161 287 9169

St Matthew's Playgroup was registered in 1997 and is situated in the Chadderton area of Oldham, Greater Manchester. The playgroup is run by a committee. It operates during term time only from 8.45am to 3.45pm, Monday to Friday. The playgroup employs eight staff, including the manager. Of these, four hold qualifications at level 3 and two have Early Years Professional status. The playgroup provides funded early education for two-, three- and four-year-olds.

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