

Slade Lane Neighbourhood Centre

642 Stockport Road, Longsight, Manchester, M13 0RZ



Inspection date

26 November 2015

Previous inspection date

2 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The progress check for children aged between two and three years is not carried out in a timely way or consistently shared with parents.
- The provider has not ensured that all parents know who their child's key person is or the key-person's role in supporting individual children.
- There are fewer opportunities for children who speak English as an additional language to see their home language in the environment.
- Staff do not gather information from all parents about their children's current interests and capabilities at home.

It has the following strengths

- Caring and friendly staff provide strong levels of emotional support to children. All children, including disabled children and those with special educational needs, develop confidence, independence and self-esteem.
- The experienced staff are well qualified. They use their knowledge and skills to provide interesting activities that children enjoy. Staff work in partnership with other professionals. They share best practice, which helps to support staff in meeting children's individual needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that the progress check for children aged between two and three years is carried out in a timely way and that it is consistently shared with parents	31/12/2015
■ ensure all parents know who their child's key person is and their role in supporting children's learning and care.	31/12/2015

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

- provide more opportunities for children who speak English as an additional language to see their home language in the environment
- strengthen systems for involving parents in their children's ongoing learning.

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 spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector looked at relevant documentation, such as children's learning records and discussed planning arrangements. She looked at policies and procedures, self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a small selection of parents during the inspection.

Inspector

Layla Louise Clarke

Inspection findings

Effectiveness of the leadership and management requires improvement

Overall, the provider understands her role and responsibilities in meeting all the requirements. However, she does not ensure that the progress check for children aged between two and three years is effectively carried out. This means some parents do not receive focused and timely information about their children's progress. The arrangements for safeguarding are effective. All staff receive training in child protection and are aware of what to do should they have concerns about children's safety and welfare. The provider is committed to improving the overall quality of the playgroup. She uses feedback from staff, parents and children when reflecting on the quality of the provision. The provider checks staff performance and regularly meets with them to discuss their professional development. Staff attend training to improve their skills and knowledge, helping them to support children's care and learning needs.

Quality of teaching, learning and assessment requires improvement

Staff gather useful information from parents when their children first start at the playgroup. However, staff do not consistently gather information from parents about their children's ongoing interests and achievements. Therefore, parents are not fully involved in their children's learning at playgroup and ideas for home learning are not shared. Staff use pictures and positive communication techniques, supporting children's speaking and listening skills. Children's creativity is promoted. They explore and experiment with various materials including, glue, kidney beans, pasta and lentils. Staff actively encourage children's awareness of number and introduce mathematical language as they play. They help children to understand that print has meaning. For example, staff share books with children and help them to recognise key words in English. However, there are fewer opportunities for children to see and use their home languages.

Personal development, behaviour and welfare require improvement

The provider has not informed parents who their child's key person is. Parents are not aware that the key-person's role is to work with them to support their child's needs. Children are happy and content in the care of the staff. They arrive excited and eager to join in with daily activities. Staff sit with children in small groups at snack time. They explain the importance of positive hygiene practices and talk to children about healthy foods. This helps children to develop important social skills in preparation for school. Staff and children play games outside in all weathers. Children delight in running and jumping in puddles, supporting their physical health and well-being. Children behave well and show care and concern for each other. Staff are positive role models and join in with children to support their play. All children learn to respect each other's differences and similarities and develop their awareness of diversity and the wider world.

Outcomes for children require improvement

Children make typical progress, given their starting points. Staff observe children's learning and development and use what they find to plan some activities to help them to build on their skills. Generally, children develop the skills needed for future learning and in preparation for their move on to school.

Setting details

Unique reference number	500181
Local authority	Manchester
Inspection number	1029636
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	12
Number of children on roll	9
Name of provider	Slade Lane Neighbourhood Centre Committee
Date of previous inspection	2 March 2015
Telephone number	0161 224 1451

Slade Lane Neighbourhood Centre was registered in 1994. The playgroup employs two members of staff, who both hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. They also run open-access playschemes during the school holidays. The playgroup provides funded early education for two- and three-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

