

Birch Community Association

Birch Community Centre, Brighton Grove, MANCHESTER, M14 5JT



Inspection date

2 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The manager's monitoring of staff teaching is effective. Staff benefit from regular meetings with the manager to review their performance and identify training. This helps to ensure there is a consistent approach to children's care and learning.
- Staff work well with external agencies and other professionals to meet the needs of disabled children and those with special educational needs. Staff implement clear individual support plans to help ensure children receive the appropriate support.
- Staff spend time arranging the environment each day before children arrive. Resources are interesting and challenging. Children enjoy their time at the setting and engage in a broad range of challenging learning experiences. Children make good progress from their starting points.
- Staff promote the well-being of children at all times. Settling-in arrangements are flexible and help to meet the needs of children.
- Partnerships with parents are strong and they are involved in all aspects of their child's learning. Staff work closely with parents to provide various accessible services and drop-in advice sessions. This helps parents to guide their children's development at home. Children benefit from the shared approach to having their learning needs met.

It is not yet outstanding because:

- Staff do not always successfully follow children's lead in play and use this to extend learning and build on their interests and ideas.
- Occasionally, during group times, staff do not effectively divide their time between children taking part, to fully immerse them in learning.

What the setting needs to do to improve further

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

- build on children's ideas and interests during play and activities, to successfully extend their learning and build on their enjoyment and engagement
- provide an even greater focus on engaging and immersing all children in learning during adult-led activities.

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 manager.
- The inspector held a meeting with the manager and the local authority advisor. She looked at relevant documentation, such as the manager's self-evaluation 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.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

The manager has an accurate view of all aspects of the setting. She implements clear and meaningful action plans to prioritise areas for improvement. She continues to make enhancements and welcomes all the views of parents and the local authority, which helps to improve outcomes for children. The arrangements for safeguarding are effective. The manager and staff understand and implement statutory requirements. Daily records of children's attendance are maintained to ensure prompt and regular attendance. Staff work well to support children's welfare and keep them safe. Staff undertake daily risk assessments and checks of the environment, which helps them to identify and minimise potential hazards to children. The manager allocates early years pupil premium funding well and checks closely the impact this is having on children's progress. For example, staff have attended a recognised communication and language course to help support children using language more imaginatively in play.

Quality of teaching, learning and assessment is good

Children benefit from the experienced, long standing and well-qualified staff team. Teaching is good and staff use information they gain from their observations and assessment of children's learning to plan activities to support their good progress. Staff interact well with children and encourage them to have a go and persevere during activities, to help them to gain new skills. For example, children practise using scissors to make snips in paper. Experiencing a sense of achievement as they succeed helps children develop positive attitudes to learning. Staff make good use of fun activities to develop children's awareness of mathematical concepts. For example, during water play, staff introduce materials and containers to help develop children's understanding of counting, sorting, shape and size. Children enjoy joining in with rhymes and songs. They demonstrate good listening skills as they listen and join in with actions and vocalisations.

Personal development, behaviour and welfare are good

The environment is welcoming and stimulating. Children are happy and settled. The key-person system is well established and children have formed secure attachments with staff. Care practices are implemented effectively and help develop children's sense of responsibility. Children behave well. They are given clear guidance about what is, and is not, acceptable behaviour. Children respect each other and are kind, caring and patient. For example, children wait patiently to have their turn on the apparatus and they readily share resources. Staff promote children's awareness of healthy lifestyles. Children progress well in their physical development. They regularly use climbing and balancing equipment and wheeled toys, both indoors and outdoors. Children gain confidence in their abilities, and the continuous praise and encouragement from staff motivate them to learn.

Outcomes for children are good

All children make good progress in their learning and development. Children are motivated, eager and independent learners. They are developing skills in readiness for the next stage of their learning and in time for school.

Setting details

Unique reference number	EY475863
Local authority	Manchester
Inspection number	971792
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	26
Number of children on roll	26
Name of provider	Birch Community Association
Date of previous inspection	Not applicable
Telephone number	0161 224 4624

Birch Community Association was registered in 2001. It re-registered in 2014. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The setting opens from Monday to Friday all year round. Sessions for the playgroup are from 9am until 12 noon. The out of school provision runs Monday to Friday from 3.30pm until 6pm, term time only. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of disabled children and those with special educational needs.

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