

# Whitworth Playgroup

Hallford United Reform Church, Hall Street, Whitworth, Rochdale, Lancashire, OL12 8TL



## Inspection date

11 February 2016

Previous inspection date

7 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff have a good understanding of the Early Years Foundation Stage. The quality of teaching and learning are good. Staff support children in developing new skills and children make good progress from their individual starting points.
- Children have formed positive attachments to staff. An effective key-person system is in place. Staff are knowledgeable about the individual needs of children. Staff model high expectations for children. As a result, children's behaviour is good.
- Partnerships with other professionals are in place. Staff work closely with a range of professionals to identify and support children's individual needs. Disabled children and those with special educational needs are supported well by knowledgeable and caring staff.
- Leadership and management are strong. The management team regularly meets with members of the committee to discuss the service they provide and to identify areas for development. There is a low turnover of staff and they work extremely well as a team. They regularly share ideas and attend planning meetings to raise standards at the provision further.

### It is not yet outstanding because:

- On occasions, children are not provided with sufficient opportunities to communicate their ideas and formulate responses to questions.
- Children are not always made aware of changes in routine throughout different times of the day.

## What the setting needs to do to improve further

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

- help staff to develop their questioning skills to better promote children's development during activities
- build on effective teaching strategies to prepare children for any changes to their routine so that they have plenty of time to bring their play to a close.

### 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 of teaching with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting'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

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the authorities to contact should they have concerns about a child's welfare. Staff have a wealth of experience. They attend regular training opportunities, supervisions and appraisals, helping them to expand their knowledge. Staff regularly evaluate the service they provide and involve the views of parents to make further improvements. There is a great sense of community. All the recommendations from the previous inspection have been addressed. For example, staff have reviewed their systems of observation and assessment. The manager monitors children's development by looking at individual needs and the needs of different groups of children. This means any gaps in learning can be quickly identified. Partnerships are in place with a wide range of professionals to help support children's needs. Staff prepare children well for the next stage in their learning.

### Quality of teaching, learning and assessment is good

Staff make regular observations of children as they play, in order to assess their developmental stage. The progress of children, of all ages and abilities, is consistently assessed. Staff plan a range of activities which incorporates children's interests and next steps in learning. Staff support children's mathematical skills well. Some of the strategies they use include exploring capacity in water play and thinking about quantities when making play dough. Staff join in with children's play and model how to use different resources. They shape learning through discussion and acting out different scenarios. Children access resources with enthusiasm and are active learners. Strong partnerships are in place with parents, who are fully involved in contributing to their children's assessments and development.

### Personal development, behaviour and welfare are good

Staff have created a very friendly and relaxed environment. Children and parents are warmly welcomed into the playgroup. Staff liaise with parents regularly to ensure that children's care and learning needs are met. Children enter the playgroup with enthusiasm and confidence, quickly searching out their friends or favourite resource. Secure attachments have been made between staff and children. Children often invite staff to join in their play. Positive behaviour is promoted through a range of strategies. This includes praising children and modelling good manners, such as saying please and thank you. Staff help children learn about the local community and the wider world. Children's physical well-being is promoted through daily outdoor play and healthy snack menus. Effective partnerships are in place with local schools and information about children's individual needs is shared with teachers. This helps to support children as they make the move on to school.

### Outcomes for children are good

All children make good progress in their learning and development from their starting points. Children learn the key skills they will need as they further their learning or start school.

## Setting details

<b>Unique reference number</b>	309530
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	864926
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Whitworth Playgroup Committee
<b>Date of previous inspection</b>	7 October 2011
<b>Telephone number</b>	01706 860 492

Whitworth Playgroup and Out-Of-School Club was registered in 1969. It is a registered charity and is managed by a committee of parents. The playgroup employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four members of staff hold appropriate qualifications at level 3. The playgroup and out-of-school club opens from Monday to Friday, term time only. The playgroup opens from 9.30am until 12.30pm and the out-of-school club is open from 3.15pm until 6pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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