

Bambi Playgroup Ltd

The Magdalene Centre, Catherine Street, Winton, M30 8JD



Inspection date

6 April 2016

Previous inspection date

8 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 manager and staff are qualified and have a vast amount of experience working within early years, but this is not reflected well enough in practice.
- Staff do not always consider the different ways children learn. Children do not receive a good level of challenge and are not supported to develop a thirst for learning.
- Children's current interests are not considered when planning adult-directed activities, as there is too sharp a focus on a theme. Additionally, these activities do not take into account what children need to learn next, in order to drive their learning forward.
- Overall, outcomes for children are not good. Weaknesses in the quality of teaching and activities provided contribute to children not being fully prepared for their next stage in learning.
- The monitoring of staff practice is not robust enough to highlight and address weakness identified in practice.
- Partnerships with parents is in place, but the manager has not considered how staff can help and support parents to continue their child's learning at home.

It has the following strengths

- Children arrive positively. They happily go off and play with the activities on offer, which generally cover all areas of learning.
- The manager and staff team have worked together for many years. They offer consistency of care for parents and children.
- Children make stronger progress in their personal, social and emotional development as staff place a high focus on the settling-in procedures, helping children form strong attachments with them.

What the setting needs to do to improve further

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

	Due Date
■ develop staff's knowledge and understanding of the different ways children learn, so that outcomes for children are at least good	06/05/2016
■ ensure staff plan activities that are more closely linked to what children need to learn next and offer children challenge.	06/05/2016

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

- improve the procedure for monitoring and evaluating staff practice, to ensure weakness in teaching are addressed and bring about positive improvements
- place greater focus on engaging with parents and involving them more in their child's learning, so they can continue this at home.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector viewed a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability and qualifications of staff working in the playgroup.
- The inspector spoke to children and staff during the inspection and read a sample of parental questionnaires to seek their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager meets with staff daily, but she has not made good use of staff supervision sessions and professional development procedures. Weaknesses in staff's teaching have not been identified in order to put plans in place to address them. The manager works with the deputy manager to monitor the assessments made of children's learning. They have identified when children would benefit from additional support and have sought guidance from outside agencies. On the whole, the information staff gather is accurate, but is not used well by staff to raise outcomes for all children. The arrangements for safeguarding are effective. Staff receive safeguarding training and are aware of their responsibilities, including the procedures to follow to protect children from harm.

Quality of teaching, learning and assessment requires improvement

The manager and staff do not make good use of the knowledge they have gained through their training. On the whole, staff use some warm interactions when playing alongside children's chosen play experiences. However, at times, staff take on a supervisory role and do not challenge children in their play and activities. Planned, adult-directed activities are altered slightly for different age groups, but the adaptations staff make are simple and do not challenge children or drive their learning forward. For example, children create a caterpillar picture. The parts of the body are pre-cut and the teaching method used is over directive. The body parts are numbered one to five, but these are placed in the correct order, which limits children's learning of number sequences. Planned activities focus strongly on a theme and staff do not consider children's current interests. The manager does not effectively review the planning to establish if it is meeting the educational needs for the children currently attending. Staff have not fully considered how to share information with parents about ways in which they can support their child's learning at home, establishing a strong collaborative approach.

Personal development, behaviour and welfare require improvement

Staff have a better understanding of how to promote children's personal development, behaviour and welfare, and they do this generally well. They create a calm and caring environment where children can play safely. Children move between resources independently and, on the whole, have a suitable selection. Children are generally happy and play well with their friends. Staff give reassurance to children when they are upset, and they soon go back to their play happy. Children are well behaved and well mannered. Staff use positive praise, which contributes to children's developing confidence and self-esteem. Children have daily opportunities for outdoor play and have a range of snacks and drinks. This helps them understand how to adopt a healthy lifestyle.

Outcomes for children require improvement

Children make insufficient progress, but do gain some basic skills for their future learning. For example, children are developing some independence, such as putting their own coats on and managing their care routines. However, children are not well prepared for their next stage in learning or school, because they are not challenged enough in their learning or fully supported to become enthusiastic learners.

Setting details

Unique reference number	EY439432
Local authority	Salford
Inspection number	854002
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	11
Name of provider	Bambi Playgroup Limited
Date of previous inspection	8 May 2012
Telephone number	

Bambi Playgroup Ltd was registered in 2011. The playgroup employs three members of staff, including the manager. Of these, all hold appropriate early years qualifications at level 2 or level 5. The playgroup is open Monday to Friday, from 9.15am to 12.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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