

# Thornton Hough Playgroup

The Village Hall, Manor Road, Thornton Hough, Wirral, Merseyside, CH63 1JB



<b>Inspection date</b>	26 April 2016
Previous inspection date	21 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Equipment and activities are presented in a very inviting manner. Resources are of a high quality and provide interest and stimulation. For example, in the mud kitchen children mix flower petals, compost and pinecones to make a cake. These provide differing tactile and visual experiences which help ignite children's curiosity, imagination and exploratory nature.
- Staff are well qualified and experienced. Their teaching is good and some aspects are outstanding. They are adept at subtly engaging children who are less confident in social situations to play with their peers. Staff's playful use of vocabulary in group activities is one of many ways they help children develop their language for talking.
- Partnerships with parents and other professionals are first class. Staff work seamlessly with other services, schools and professionals to ensure children gain any additional support they need to help them make the best progress possible.
- A well-planned introduction to playgroup and staff's caring attentive manner means children form very secure emotional attachments. The effective key-person system helps children to be confident and eager to play.

### It is not yet outstanding because:

- Although there is a well-established programme for staff development, the committee and manager do not always review and identify the impact these changes are having on the provision or children's learning.
- Occasionally, staff overlook chances to let children explore their ideas when using less familiar materials or more independently operate simple technology.

## What the setting needs to do to improve further

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

- refine systems for evaluation and monitoring of staff, and further monitor the impact that the improvements and changes are having on the provision and children's learning
- support staff to develop the ways in which children freely explore the properties of the materials provided and use equipment even more independently.

### Inspection activities

- The inspector viewed activities throughout all areas of the premises and the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of a number of written communications made by parents and the views of those parents spoken to on the day of the inspection.
- The inspector held meetings with the manager and a member of the committee. He also discussed the self-evaluation arrangements and plans for future improvement.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at a range of other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The manager demonstrates a commitment to ensuring that the care for children is of a high quality. The staff team is well established and they demonstrate enthusiasm and professionalism in the way they work together. The premises are welcoming, safe and secure, and children are well supervised. Safeguarding is effective. Staff demonstrate that they have a good understanding of policies for child protection and any steps they need to take to keep children safe. Overall, a regular supervision and performance management programme is in place for the staff team. A range of distance learning training has recently been provided to help build on their existing skills. Since the last inspection, the manager has sought to engage others to help her review and plan for the quality of service for children. The monitoring of assessments of children's learning is very secure and highlights the needs of differing groups of children.

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

Staff have a good understanding of the way children's play supports their development across all seven areas of learning. Staff promote children's good progress by creating a stimulating place that allows for children to be independent explorers of their world. Parents are regularly consulted and they feel good information is shared about the progress their children are making. Staff use their observations and assessments effectively to plan for each child's particular learning needs. Staff ask many questions to help children become critical thinkers and confident speakers. Children are gaining confidence in speaking in groups and with visitors. They are keen to share their stories about their pictures on the wall and suggest ways to fix the till in the shop.

### Personal development, behaviour and welfare are good

Children are happy and settled. They find their name cards to register, hang up their coats and confidently choose where to play. Children's good health is promoted well. They develop physical skills while participating in music and movement sessions and keep safe when negotiating the slope in the garden. Snacks provided are based on healthy options, and chances to learn about growing their own food are gained on the pre-school allotment. Children learn to take care of living things, such as when viewing the frog spawn. Toys and activities are provided to help widen children's awareness of families and cultures beyond their own. Children behave very well. Staff praise children when they listen to each other or work together to carry a tub of blocks. This promotes children's social development and helps underpin their early citizenship.

### Outcomes for children are good

Children enjoy imaginative play, during which they display their understanding of early writing skills and awareness that print carries meaning. They show perseverance when following their own interests. For example, children do not give up while mastering the use of scissors. They build with construction materials, sort animals into groups and eagerly join in counting and word games. They demonstrate an eagerness to learn, show confidence and a positive attitude towards having a go. Such skills support their next stages and future learning.

## Setting details

<b>Unique reference number</b>	306507
<b>Local authority</b>	Wirral
<b>Inspection number</b>	855131
<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>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Thornton Hough Playgroup Committee
<b>Date of previous inspection</b>	21 March 2011
<b>Telephone number</b>	0151 353 8930

Thornton Hough Playgroup was registered in 1993. The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday during term time only. Sessions are from 9am until 1pm. The playgroup also opens from 12.30pm to 3.30pm on a Thursday afternoon. It provides funded early education for two-, three- and four-year-old children.

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