

Bristowe Street Playgroup

Bristowe Street Playgroup, 14 Bristowe Street, MANCHESTER, M11 4LW



Inspection date

21 September 2016

Previous inspection date

22 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 make regular and precise assessments of children's learning. They use this information effectively to plan interesting and challenging activities. Children are eager and motivated to try new activities and make good progress in their learning.
- Staff are highly committed to developing their good practice even further. They have regular opportunities to observe and learn from each other. The manager offers regular professional supervision. All staff attend training that helps ensure they develop new skills and remain up to date
- Children have formed positive attachments to their key person. They often invite staff to come and play with them or go to them for reassurance. Staff are good role models and have high expectations for children. They teach children to listen to and respect each other. Children are polite and kind to one another and develop good social skills.
- Parents receive accurate information about their child's progress and development. They talk regularly to the staff and share what their child has been learning at home. They gain advice from staff in order to extend this learning further.
- The playgroup has established effective partnerships with local schools and external agencies. Information is shared about children's care and learning needs. This helps to support them during times of change and prepares them for the next stage of learning.

It is not yet outstanding because:

- Occasionally, staff do not give children the time they need to think and express their thoughts and enhance their already good communication skills.
- The managers do not consistently seek the views of all the staff when evaluating the quality of the playgroup.

What the setting needs to do to improve further

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

- enhance teaching skills and provide children with more time to think and explore their ideas, in order to help them make the best possible progress in their language and communication development
- support all staff to contribute to the evaluation of the playgroup when planning future changes which impact upon children.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning journeys and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to safeguard children. They know the procedures to follow in the event of any concerns about children's welfare. The manager has high expectations of herself and her team. Staff are clearly committed to the children and families in their care. Staff attend a wide range of training courses as part of their ongoing professional development. This helps to build on their teaching skills. For example, recent communication training has generally helped staff to support children's developing communication skills. Partnerships with parents are positive. Parents' and children's views are used effectively to make improvements to the playgroup. Staff work closely with parents to support children and make referrals to appropriate external agencies, if needed.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. The well-planned activities ensure that children can play and explore across all areas of learning, both indoors and outside. The staff encourage children to become active learners and foster their curiosity. For example, the children fill up bottles with water using funnels and jugs. Then they pour the water through milk bottles, watching them tip and catch the remaining water in buckets. Staff encourage mathematical language. For example, they ask the children if they need more or less water to fill the buckets. Staff know children very well. They use evaluative observations and assessments to identify and address any gaps in their learning. Older children recognise letters and are encouraged to write their names on paintings and drawings. Younger children have fun practising their physical skills and they enjoy climbing on the see-saws and slides.

Personal development, behaviour and welfare are good

Children show excellent levels of self-confidence. Staff support children extremely well to make decisions in their play. For example, children decide to make a shop and buy fruit and vegetables. This then develops into a picnic and the children pretend to sit on a magic carpet. Staff encourage a healthy diet and promote being active. The children are encouraged to become independent. For example, they wash their hands and enjoy cleaning their teeth. Staff role model good behaviour and children follow and understand the playgroup rules. Children are kind and caring towards each other and they have fun at the playgroup.

Outcomes for children are good

All children make good progress in their learning. They have good opportunities to develop early writing and number skills. This helps to prepare them for their eventual move to school. They have high levels of self-esteem and are motivated learners. Children are independent, communicate well and enjoy learning. They play cooperatively together and develop confidence about making choices in their learning.

Setting details

Unique reference number	500027
Local authority	Manchester
Inspection number	1059597
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	8 - 10
Total number of places	17
Number of children on roll	18
Name of registered person	Bristowe Street Playgroup
Registered person unique reference number	RP527808
Date of previous inspection	22 October 2012
Telephone number	0161 220 9895

Bristowe Street Playgroup was registered in 1993. It operates in the Clayton area of Manchester. The setting is open Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and 11.45am until 2.45pm. Five members of staff are employed, all of whom hold appropriate early years qualifications at level 2 and 3. The setting provides early years funding for two-, three- and four-year-old children.

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