

Park Road Playgroup

Park Road, SALE, Cheshire, M33 6WX



Inspection date	30 September 2016
Previous inspection date	26 October 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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not provided Ofsted with the necessary information to enable them to complete all required suitability checks for all committee members.
- Recently developed opportunities for staff to observe each other and share best practice have yet to be embedded, so that teaching is raised to an outstanding level.
- Occasionally, staff do not give children enough time to think and respond during conversations.

It has the following strengths

- The dedicated manager and staff team reflect on the quality of the playgroup regularly. They take into account the views of parents when making changes to further improve the quality of provision.
- Staff regularly assess children's progress, in order to plan and provide a wide variety of exciting and interesting activities and opportunities.
- Staff monitor children's progress. They are aware of what children need to learn next. This enables staff to identify any gaps in children's learning and implement plans to ensure they make good progress.
- Children develop extremely close bonds with staff. The established key-person system supports children's emotional well-being effectively.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure Ofsted is provided with the necessary information to enable them to complete all suitability checks when new members of the committee are appointed. 31/10/2016

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

- embed opportunities for staff to share best practice and monitor the impact this has on raising the quality of teaching even further
- strengthen staff interactions to ensure children are given time to contribute fully and share their thoughts during conversations with staff.

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. The inspector looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The provider has applied to the Disclosure and Barring Service for appropriate checks to be completed when appointing new members of the committee. However, Ofsted has not been provided with the necessary information to enable it to complete all suitability checks. The provider ensures that the committee members' role is purely a social one. They are not involved in the decision-making processes of the playgroup. Staff can identify the signs of possible abuse and know who to contact should they have concerns about the welfare of a child. Staff complete regular checks of the environment to help to ensure children remain safe. The experienced manager observes staff as they work with children. She regularly meets with staff to discuss aspects of their role. Opportunities for staff to share their good practice and learn from each other are in the process of being embedded. Staff attend training regularly. This helps to ensure their knowledge and skills remain up to date.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. They use their assessments and information shared by parents about their child's interests, to plan activities which children find highly motivating. Overall, staff support children's developing communication, social and physical skills well. They talk to children about what they see them doing as they play. Children join in conversations eagerly with staff. However, occasionally, staff do not give children enough time to respond when talking with them. Staff support children to develop early mathematical skills. For example, children count the leaves they use to make a picture and describe the shapes they can see. Staff talk to parents about their child's progress and make suggestions on how parents can support their child's progress.

Personal development, behaviour and welfare are good

Despite a weakness in leadership and management this has minimal impact on children's welfare. Staff are extremely nurturing and treat children with kindness and respect. Staff are always on hand to offer gentle reassurance, whenever needed. Staff are excellent role models. They manage children's behaviour positively through the use of praise. Staff help children sensitively to understand when some behaviours are not appropriate. Children benefit from regular opportunities to develop their physical skills outdoors. They explore the garden with enthusiasm. Children delight in observing squirrels and looking for bugs. Staff encourage children to develop their independence skills. For example, they use tongs confidently to select their own snack and carefully pour their own drinks from a small jug. Children are taught to manage their own risks effectively. For example, when descending the staircase, staff remind children of what they need to do to stay safe.

Outcomes for children are good

Children are active, confident learners who enthusiastically join in new activities and experiences. Children help each other to solve problems and persevere when challenged in their learning. They apply their knowledge confidently in new situations and readily test out their ideas. Children are well prepared for what they need to learn next and for their eventual move on to school.

Setting details

Unique reference number	318677
Local authority	Trafford
Inspection number	1059577
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	22
Number of children on roll	25
Name of registered person	Park Road Playgroup Committee
Registered person unique reference number	RP902168
Date of previous inspection	26 October 2012
Telephone number	07926 078 766

Park Road Playgroup was registered in 1966. The playgroup employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until midday. The playgroup provides funded early education for two-, three- and four-year-old children.

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