

Slade Lane Neighbourhood Centre

642 Stockport Road, Longsight, Manchester, M13 0RZ



Inspection date

14 October 2016

Previous inspection date

26 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, leaders and managers have worked hard to improve the quality of the provision. Both of the actions raised at the last inspection have been completed, demonstrating improvement.
- Strong partnerships with parents and other professionals help to provide continuity in children's learning and their individual care. Comments from parents are very positive regarding the level of support that staff provide for individual children.
- Children share warm supportive relationships with their key person. They are happy, settled and emotionally secure.
- Staff make accurate assessments of children's learning and plan next steps for their individual development. The quality of teaching is good. Staff monitor children's progress and share this information regularly with parents.
- Children learn about diversity, enhancing their understanding of lifestyles beyond their own.
- Staff offer children regular praise, which helps to boost their self-esteem. Children are encouraged to share resources and to play cooperatively.

It is not yet outstanding because:

- Opportunities are not fully in place for parents to share information about what children can already do to help establish starting points for learning.
- Sometimes, staff do not fully embrace children's changing interests to maximise their learning.

What the setting needs to do to improve further

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

- encourage parents to share information about children's current level of development to support initial assessments for learning
- ensure that staff are highly responsive to children's changing interests and have the highest expectations of what individuals can achieve during child-initiated play.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this had on children's learning. A joint observation was carried out with the manager.
- Discussions were held with children, the nominated person and the manager. The inspector spoke to a number of parents and took account of their views.
- The inspector looked at a selection of documentation, including observations, assessments of children's learning, planning, systems for tracking children's progress and a sample of other records, including risk assessments, training records and policies and procedures.
- The inspector considered evidence of the suitability of staff working with children and their qualifications. She also considered self-evaluation records and improvement plans.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers understand their responsibilities. They seek support when required from other professionals to help them achieve. Managers evaluate the provision and are working towards a quality assurance programme. This helps to highlight and improve areas for development. All staff have a good knowledge of possible signs and symptoms of potential abuse. They know the correct procedures to follow to protect children from potential harm. All staff have an appropriate paediatric first-aid qualification. Robust procedures are in place for the recruitment of staff. Safeguarding procedures are effective. Leaders and managers observe staff interacting with children and offer guidance to help to improve the quality of teaching. Managers monitor children's progress. They have a secure understanding of early intervention and seek additional support for children when required.

Quality of teaching, learning and assessment is good

Staff support children to acquire new words, extending their use of English vocabulary. They model actions and use explanation to support children's understanding. The indoor learning environment provides a broad range of resources that children access independently. Staff provide additional resources to enhance children's individual learning. Children enjoy creating unique art as they paint, spread glue and sprinkle glitter independently. They delight as they explore cause and effect, pouring water over a wheel to make it turn. Staff encourage children to count and introduce mathematical language to describe capacity, such as empty and half full. Children listen to stories and join in with familiar rhymes. This helps to support their language development.

Personal development, behaviour and welfare are good

Children's self-care and resilience are well supported. For example, staff encourage them to persist when trying to fasten their own coat. Children demonstrate a sense of pride when they achieve. Staff promote good hygiene routines and foster children's understanding of healthy lifestyles. Children enjoy the challenge of peeling their own fruit at snack time. They exercise daily in the fresh air and learn to take appropriate risk in their play. For example, children ride bikes and change direction at speed. Staff use explanation to support children's understanding of potential consequences to their actions. Children are well behaved, listen to staff and follow instructions.

Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs or a disability, are making good progress in their learning. Staff are helping children to learn skills that will support their future learning. Children are encouraged to find their own name and self-register. This helps to promote their literacy skills. Children enjoy making marks with pencils and in sand. They are gaining self-confidence and a sense of their own abilities. Staff give children opportunity to try new experiences and enhance their social skills. Children benefit from attending the provision.

Setting details

Unique reference number	500181
Local authority	Manchester
Inspection number	1033933
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 14
Total number of places	12
Number of children on roll	7
Name of registered person	Slade Lane Neighbourhood Centre Committee
Registered person unique reference number	RP524707
Date of previous inspection	26 November 2015
Telephone number	0161 224 1451

Slade Lane Neighbourhood Centre was registered in 1994. It employs two members of staff, who both hold appropriate early years qualifications at level 3. The playgroup operates term time only. Sessions are available Monday to Friday from 9.15am until 12.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language. The provision also runs open-access playschemes during the school holidays for children aged six to 14 years.

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