

# Thatto Heath Playdays

2 Govett Road, Nutgrove Community Centre, St. Helens, WA9 5NH



<b>Inspection date</b>	1 December 2016
Previous inspection date	19 July 2013

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

- Managers and their committed team show a strong focus and passionate drive to provide a high quality of care and education for the children. Self-evaluation processes actively contribute to sustaining the very effective provision.
- The quality of teaching is good. Staff understand how children learn. They are skilled in planning for children's individual needs and their next steps in learning. Staff provide exciting activities and play resources which enthuse and spark children's imagination and motivation to learn.
- Partnership working is effective. Parents are asked to make contributions to children's learning records and are involved in their assessments. Staff make very good use of the information gathered from parents to support children's development from the outset.
- There are warm and caring relationships between staff and all children. Children demonstrate that they feel safe and secure. They are confident to seek help from staff who support their emotional well-being and self-esteem through positive interactions, praise and encouragement.

### It is not yet outstanding because:

- Children's progress is tracked effectively. However, methods to monitor the progress of different groups of children are still in their infancy.
- Managers have not yet fully maximised opportunities for staff to share their knowledge and best practice with each other, in order to build on their already good practice.

## What the setting needs to do to improve further

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

- embed the tracking of different groups of children and measure the impact this has on children's learning
- enhance opportunities for staff to share best practice and learn from each other to increase the potential to deliver the highest quality provision and excellent outcomes for children.

### 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 one of the playgroup's managers.
- The inspector held a meeting with the playgroup's managers. She 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 parents during the inspection and took account of their views.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The managers and staff team have a thorough understanding of how to identify any possible concerns about a child's welfare and how to report these to the relevant agencies. All staff fully understand their role in protecting children and have attended appropriate training in safeguarding issues and paediatric first aid. Staff are well supported through quality supervision meetings and yearly appraisals. They have the opportunity to participate in relevant training which helps to increase their knowledge and skills even further. Managers and staff continually engage in reflective practice. They evaluate the effectiveness of their provision through regular audits. This enables staff to develop accurate and purposeful action plans.

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

Staff are well qualified, reflective practitioners who complete detailed observations and assessments. They deliver a good balance of adult-led and child-initiated activities across all areas of learning. For example, older children learn how to use programmable toys and practise their mathematical skills as they calculate how many times they need to press the controls. Staff nurture their developing literacy skills as children self-register and write their names on artwork that they produce. Younger children build towers, counting how many bricks they have used. They recognise colours and what towers are the tallest or shortest. Children enjoy listening to stories and rhymes. Staff support their emerging communication and language skills as they repeat words, extend sentences, ask questions and use descriptive language.

### Personal development, behaviour and welfare are good

Children's behaviour is good. They respond well to golden rules and boundaries in place. They learn to respect each other, share, take turns and are supported by staff who are good role models. Children's physical health is promoted well. They are offered healthy snacks and lunches and engage in regular activities to support their increasing physical development. For example, children play outside in the fresh air daily and are encouraged to move their bodies during music and movement sessions. Children skilfully attend to their self-care needs and understand the importance of good hygiene procedures. Staff support children well, helping them to gain the necessary skills they need, including making links with future schools to help ease the transition process. Children apply their learning well and confidently show that they are ready for school.

### Outcomes for children are good

All children, including those who are in receipt of additional funding, are making good progress overall. They are confident and enjoy trying new activities. Children are curious and are eager to understand how, what and why things happen. Independence is promoted well throughout the setting. For example, children are given the chance to choose appropriate resources to lead their own play. They develop a 'can do' attitude and have positive attitudes to learning which prepare them well for school.

## Setting details

<b>Unique reference number</b>	EY454146
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	1066379
<b>Type of provision</b>	Full-time 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>	39
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Gwynneth Chorley and Julie Kenny Partnership
<b>Registered person unique reference number</b>	RP903425
<b>Date of previous inspection</b>	19 July 2013
<b>Telephone number</b>	07903524443

Thatto Heath Playdays was registered in 2013. It is situated in purpose-built premises in Nutgrove, St Helens. The playgroup employs seven members of childcare staff. Six hold appropriate early years qualifications at level 3 or above. The playgroup opens Monday to Friday, during term time only. Sessions are from 8.45am until 2.45pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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