

# Hollins Pre School Playgroup

Hollins Community Centre, Hollins Lane, Bury, BL9 8AT



<b>Inspection date</b>	19 January 2017
Previous inspection date	17 May 2016

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

- The manager and staff team have worked hard to address the recommendations for improvement from the previous inspection. For example, they have developed partnerships with other early years settings children attend and share a wide range of information that supports their learning further. This helps staff to identify what children need to learn next.
- The quality of teaching is good. Staff engage the children in play and support their investigations well. For example, while creating pretend dens in a large tray of hay, staff extend the children's creativity further by introducing ideas about dinosaurs and treasure.
- The manager and staff team have developed effective partnerships with other professionals. For example, they work closely with a local authority advisor to target improvements needed. They use the support of speech and language therapists to plan interventions for individual children when needed.
- Parents are happy with the quality of care and teaching provided. They compliment the staff's excellent communication skills and how they support children's care needs.

### It is not yet outstanding because:

- Systems to monitor staff practice are not yet fully effective in raising the quality of teaching to the highest standard.
- The manager is not yet effectively monitoring the progress of different groups of children.

## What the setting needs to do to improve further

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

- refine systems to monitor staff practice and ensure teaching is of a consistently high standard
- improve how the progress made by different groups of children is monitored so that any differences in attainment are addressed more quickly.

### Inspection activities

- The inspector observed the quality of teaching, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Emma Barrow

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff have good knowledge of child protection issues. They have a good understanding of what action to take if concerned about the welfare of a child in their care. Policies and procedures are followed carefully by staff. The manager uses the views of staff and parents to reflect on the effectiveness of the setting. She has clear action plans in place to help support continuous improvement. The majority of staff have appropriate qualifications and access some professional development opportunities to improve their knowledge.

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

Staff regularly monitor the individual progress that children are making and use this to identify what they need to learn next. Children who require additional support also have a care plan devised alongside other professionals. This targets a specific need, such as speech and language, and staff observe the children's progress through focused activities. There is a range of opportunities to engage boys' interests, for example, racing cars down ramps or making marks in the wet sand with vehicles. Staff read stories enthusiastically, encouraging children to say the words while copying actions. This helps to support their listening and communication skills well. Parents are kept well informed about their children's progress. They have daily discussions with staff and regular opportunities to share a written summary about their child's development.

### Personal development, behaviour and welfare are good

Staff's relationships with the children are caring and kind. This helps to support children's emotional well-being and they settle quickly in the setting. Staff are good role models and support the children to behave well. Staff effectively support them to manage their feelings and emotions. Children listen to others, take turns and share resources willingly. Positive behaviour is celebrated. Staff help to foster children's growing independence skills. For example, children choose their own snack, pour their own drink and peel their own fruit. Their health and physical well-being are promoted well. They explore the outdoors, are taught to recognise healthy food options and learn good hygiene practices, such as washing their hands before meals. The environment is welcoming and stimulating.

### Outcomes for children are good

Children are confident and interested learners. They show good concentration during activities and use their imagination and thinking skills eagerly. They develop positive relationships and good social skills, such as waiting their turn and sharing with others. Children learn how to listen well to others and communicate clearly so they can be understood. They are supported to develop key skills for their future learning, such as literacy and mathematics. For example, they count how old they are and compare this to the age of their siblings. This helps to prepare children in readiness for school. All children are supported to make good progress from their starting points in learning. All children are working comfortably within expectations for their age.

## Setting details

<b>Unique reference number</b>	316853
<b>Local authority</b>	Bury
<b>Inspection number</b>	1052593
<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>	34
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Hollins Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP909307
<b>Date of previous inspection</b>	17 May 2016
<b>Telephone number</b>	0402 213 960 and 07702 213 960

Hollins Pre School Playgroup was registered in 1972. The playgroup employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager holds a BA (Hons) Degree in Early Childhood Studies. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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