

Park Road Playgroup

Park Road, SALE, Cheshire, M33 6WX



Inspection date

27 April 2017

Previous inspection date

30 September 2016

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

- The manager and her dedicated staff team have worked diligently to address the action and recommendations set at the previous inspection. They have focused relentlessly on improving standards and driving quality higher.
- Partnership working is strong. Links with the local community, external childcare professionals and the local authority are well established. Parents are effusive about the work of the manager and her strong staff team.
- The support in place for children who speak English as an additional language is excellent. Robust intervention plans, close monitoring and external support help children make good progress and equips them with a secure command of English.
- Children's physical development is given high priority. Staff are highly skilled and trained in outdoor learning. They provide an extensive array of resources for children to develop their large-muscle skills and use natural materials, such as logs to enact crocodiles in role play.

It is not yet outstanding because:

- There are times when staff do not model the correct letter sounds when talking to children.
- The views of parents and children do not consistently inform the setting's self-evaluation process.

What the setting needs to do to improve further

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

- ensure that letter sounds, when modelled and communicated to children, are pronounced correctly
- strengthen processes to seek the views of parents and children to inform and enhance the self-evaluation process.

Inspection activities

- The inspector had a tour of the setting, 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 a senior member of staff.
- The inspector held a meeting with the manager and deputy manager. He looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.

Inspector

Luke Thomas Heaney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and understand the correct steps to take should they become concerned about a colleague's conduct. Robust recruitment and vetting procedures are in place. Staff and committee members undergo stringent checks and their ongoing suitability is closely monitored by the manager. Staff attend regular supervision sessions and are set challenging targets during appraisal meetings. Overall, self-evaluation is strong. Improvement plans are sharply focused and the manager's capacity to continually improve and drive forward change is good.

Quality of teaching, learning and assessment is good

Staff are well qualified, experienced and fully understand how children learn, develop and thrive. They use innovative teaching strategies to engage, capture and keep children motivated to learn. Children's laughter, eagerness to explore and natural inquisitiveness permeates throughout this busy and vibrant setting. Young children become fascinated while playing with musical instruments. They skilfully build towers with blocks and intricately draw characters from their favourite books. Older children become enthralled while searching for bugs outdoors and articulately discuss the properties of two-dimensional shapes. Observation, assessment and planning systems are good. Close monitoring ensures that early intervention is sourced, gaps in learning narrow and good gains are made towards the early learning goals for all children.

Personal development, behaviour and welfare are good

Care practices are good. Staff are good role models and provide children with clear and consistent behavioural expectations. Children show genuine care for one another and have a good understanding of the diverse community they belong to. Staff spend time getting to know children and their families during the settling-in period. They place a high priority on children's physical and emotional well-being and encourage children to become resilient and capable individuals. Children display good levels of self-confidence, motivation and determination during their play. Staff provide children with healthy, wholesome and nutritious foods and discuss the importance of good hygiene routines.

Outcomes for children are good

All children play cooperatively, develop good negotiating skills and value one another's contributions. They develop good social skills, tend to their own physical needs and are emotionally secure. Children demonstrate a strong inner curiosity for learning. They write for different purposes, complete mathematical challenges and show good perseverance skills while completing puzzles. Children develop the skills necessary for starting school.

Setting details

Unique reference number	318677
Local authority	Trafford
Inspection number	1075131
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	22
Number of children on roll	34
Name of registered person	Park Road Playgroup Committee
Registered person unique reference number	RP902168
Date of previous inspection	30 September 2016
Telephone number	07926 078 766

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

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