

Crumpsall Park Playgroup

The Lodge House, Crumpsall Park, Ash Tree Road, Manchester, Lancashire, M8 5SA



Inspection date

13 September 2017

Previous inspection date

4 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 has made a concerted effort to make improvements since the last inspection. She has addressed all previous actions and recommendations. Staff work effectively as a team and are committed to a child-centred approach.
- The manager uses targeted action plans to improve the quality of the setting. She values and includes the views of staff, children and parents to make changes that improve children's outcomes.
- There is a strong key-person system in place. This helps children to settle quickly and form secure bonds with staff. Staff sensitively respond to children's needs and support their emotional well-being effectively.
- Staff make useful observations of children's development and identify what they need to learn next. They effectively plan activities and support children to make good progress.
- Partnerships with parents are strong and staff share regular information about children's daily activities and general progress. The manager understands the importance of enabling a two-way flow of communication with other professionals and providers.

It is not yet outstanding because:

- Occasionally, staff do not extend children's interests in energetic play and maximise opportunities to use large body movements.
- Although staff know individual children's progress well, the manager does not precisely monitor 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:

- provide more opportunities to support children's energetic play and large body movements even further
- enhance systems to precisely monitor the progress made by different groups of children.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as a sample of policies and procedures and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager places a high priority on keeping children safe. For example, she carries out reviews, shares updates from the local authority and ensures ongoing training. All staff know the procedures to follow and the appropriate authorities to contact if they have concerns about the welfare of a child. Staff regularly check the environment for any potential risks and ensure the environment is safe and secure. The manager has implemented new systems to supervise staff and support their ongoing professional development. For example, there are good opportunities to share practice and improve overall knowledge and skills. Parents highly commend the staff and manager. They comment on the genuine care and consideration staff show to children, particularly in supporting their confidence and speaking skills.

Quality of teaching, learning and assessment is good

The stimulating environment is welcoming and offers a variety of resources for children to explore. For instance, the sensory room sparks children's curiosity and they develop new interests. They excitedly explore musical instruments and resources that produce various moving lights and sounds. Staff skilfully support children's speaking and listening skills; they introduce new words and ask purposeful questions. For example, they talk about different types of bread. Children take turns to choose their favourite songs. They prepare dolls for a bath and bed and enjoy making links through imaginary play. Children develop a good understanding of number and size during play activities and routines. For example, they compare big and small buckets of sand. Staff encourage children to count the number of scoops as they fill their buckets. Staff join in with children's play and value their suggestions.

Personal development, behaviour and welfare are good

Staff are positive role models and they lead by good example. They use polite and respectful interactions with children. Children show increasing empathy and care for others. For example, older children kindly welcome new children to the setting and join in with their play. Staff use praise and encouragement to increase children's self-esteem and encourage their good behaviour. Children learn to care for living things and their environment, with close support from staff. For instance, they help to feed Winston the tortoise and learn about the importance of recycling. Children learn about the importance of hygiene and healthy lifestyles. Staff provide a variety of nutritious snacks for children.

Outcomes for children are good

Children have continuous opportunities to develop their independence and are motivated to participate in activities. They persevere in their efforts to overcome challenging or new tasks. Children demonstrate good social skills and interact well with other children and staff. They listen and follow instructions with ease. All children make consistently good progress from the time they start at the setting. They develop a range of skills that prepares them well for future learning, such as school.

Setting details

Unique reference number	EY268025
Local authority	Manchester
Inspection number	1099432
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 - 3
Total number of places	20
Number of children on roll	36
Name of registered person	Crumpsall Park Day Care Group Committee
Registered person unique reference number	RP521606
Date of previous inspection	4 May 2017
Telephone number	0161 720 9309

Crumpsall Park Playgroup registered in 1994 and is situated in the Crumpsall area of Manchester. The setting employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or 3. The setting opens for 39 weeks of the year. Sessions are from 9am until midday and from 1pm until 4pm, Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

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