

Disley Under 5s Playgroup

Disley Primary School, Dane Bank Drive, Disley, Stockport, Cheshire, SK12 2BD



Inspection date 12 December 2017
Previous inspection date 14 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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, practitioners and members of the parent committee work hard to ensure that the playgroup delivers a good service for children and families.
- Parents praise the caring and dedicated practitioners. They say that attending the playgroup helps children to become confident and to make friends. Parents welcome the daily written information about children's care and activities.
- Partnerships with other professionals are effective. For example, practitioners in the playgroup and school work together to make the teaching of early reading consistent. This helps to promote continuity in children's learning when they move on to school.
- Practitioners make regular observations of children's learning.
- Practitioners teach children to be safe. For example, children in the pre-school room work with practitioners to cut apples up for snack time. Children use knives carefully and know that they must be put away when the task is finished.

It is not yet outstanding because:

- The regular monitoring of the performance of practitioners does not yet lead to specific and measurable targets that promote continuous improvement in their practice.
- Sometimes practitioners do not use information from assessments to identify, as precisely as possible, what children need to learn next. As a result, children's learning is not always meticulously planned for.

What the setting needs to do to improve further

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

- build on the systems for assessing the performance of practitioners, so that plans for their professional development are sharply focused and drive rapid improvement
- make the most of what is known about individual children's achievements, so that plans for teaching focus even more precisely on what children need to learn next.

Inspection activities

- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the playgroup manager and deputy manager and spoke to the chair of the parent committee. She looked at relevant documentation and evidence of the suitability of practitioners working in the playgroup.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Leaders demonstrate a clear vision for the playgroup and take practical steps to achieve it. For example, two-year-old children habitually took toys out of boxes but did not put them away again. Managers and practitioners worked together to review how toys are stored. They established and taught consistent routines for using equipment. As a result, children's positive behaviour and independence are promoted more effectively. Safeguarding is effective. Practitioners attend training that keeps their knowledge of local child protection arrangements up to date. They know the action they must take if they consider that a child is at risk of harm. Managers follow safe recruitment procedures.

Quality of teaching, learning and assessment is good

The experienced and well-qualified practitioners support colleagues who are working towards accredited qualifications and the quality of teaching is good. For example, the lead practitioner in the pre-school room models an adult-led group activity that promotes children's early literacy. Children concentrate hard as they copy a sound and action and pass it to the child next to them in the circle. This helps children to learn to listen carefully and to work as part of a group. The special educational needs coordinator skilfully incorporates advice from specialist professionals into programmes of activities for children who have special educational needs and/or disabilities.

Personal development, behaviour and welfare are good

Practitioners are positive role models and children learn to respect and be kind to other people. Practitioners use their good understanding of how children learn when they plan activities. For example, two-year-old children play with toy vehicles and chinks on a tray table. They draw lines to make roads and practitioners talk with them about the game as it develops. The activity helps to promote children's physical development. It helps children to understand the world and to use their imagination. Children with allergies to certain substances are kept safe because practitioners carefully follow the playgroup's robust policies and procedures.

Outcomes for children are good

Children are eager learners who acquire the skills and knowledge that prepare them well to move on to school. Children whose starting points are below those of children of the same age make good progress and gaps in attainment close steadily. Children begin to understand the importance of making healthy choices about food and exercise. They know how some food is made. For example, they help to make bread. Children listen to stories with interest and enjoyment and know that printed words carry meaning. Older children read their own name and begin to write it. Children develop independence in using the toilet and know why they must wash their hands before they eat.

Setting details

Unique reference number	EY354409
Local authority	Cheshire East
Inspection number	1102076
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	38
Name of registered person	Disley Under 5s Playgroup Committee
Registered person unique reference number	RP526994
Date of previous inspection	14 March 2014
Telephone number	07885 426000

Disley Under 5s Playgroup registered in 2007. The playgroup employs 15 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one holds a qualification at level 4, one at level 5 and one at level 6. One member of staff holds early years professional status. The playgroup opens from Monday to Friday term time only. Sessions are from 9am until 3pm. There is a breakfast club from 8am until 9am and an after-school session from 3pm until 5.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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