

# The Vine Playgroup

St Chads Parish Church, Hazeldene Road, New Moston, Manchester, M40 3GL



## Inspection date

11 January 2018

Previous inspection date

26 November 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

- The dedicated manager is an advocate for active learning. She has developed a core staff team which shares an ambitious vision for the setting and wholeheartedly puts the needs of children and their families at the forefront of everything it does.
- Community cohesion is a strength of this good-quality setting. Children relish the opportunities to visit the local church, shops and library. They have a deep understanding of the diverse community they belong to and show high levels of respect and tolerance towards each other.
- Staff are highly skilled in teaching mathematics. They use expert teaching techniques to introduce number and measurement. Children are confident mathematicians who discuss capacity and talk about the difference between two- and three-dimensional shapes.
- Children develop good literacy skills. They excitedly choose books, handle them with care and skilfully use illustrations to tell the story. They enact roles of their favourite characters and blend and segment words together.

### It is not yet outstanding because:

- Staff do not always organise whole-group activities in the most effective ways to fully support and promote children's engagement and levels of concentration.
- The views of all parents, staff and children do not currently 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:

- support children to be able to concentrate and become fully involved in the activities on offer
- strengthen processes to seek the views of all staff, parents and children, to inform and enhance the self-evaluation process.

### 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 spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.

### Inspector

Luke Thomas Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and understand wider safeguarding concerns. Risk assessments are robust and all areas of the premises are safe, secure and fit for purpose. Overall, self-evaluation is good and improvement plans are sharply focused. Staff receive perceptive support, guidance and coaching during supervision sessions and appraisal meetings. They are set challenging targets and these are monitored with great precision. Staff attend an array of training programmes which has a positive impact on outcomes for children. For example, a recent communication and language course has equipped staff with a greater understanding of how to support and challenge children's early speaking skills during shared reading. The support in place for children who have special educational needs and/or disabilities is excellent. Staff go above and beyond to ensure children receive the correct support. Intervention plans are highly effective and help children to make good progress. Partnership working is good. Links with the local authority, primary school and external childcare professionals are strong. Parents receive regular newsletters and are kept well informed of their children's developmental progress.

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

Good teaching, personalised learning experiences and close monitoring allow all children to make good and better progress across the areas of learning. Gaps in learning diminish at a rapid rate and children make good gains towards the early learning goals. Staff use their good understanding of child development to plan a wide range of fun, interesting and exciting learning opportunities which keeps children motivated to learn. Younger children giggle with delight and become fascinated while mixing paint, ice and sand together. Older children show high levels of perseverance while completing jigsaw puzzles and become enthralled while enacting roles of superheroes in the home corner.

### Personal development, behaviour and welfare are good

Care practices are good. Staff are allocated time to get to know parents and children during the settling-in period. They place high priority on meeting children's physical, social and emotional well-being. They are good role models and provide children with clear and consistent behavioural expectations. Children are well-rounded, respected and courteous individuals who behave very well. They show genuine care towards each other and discuss the importance of healthy living. Children are provided with good opportunities to be physically active and receive healthy, wholesome and nutritious foods.

### Outcomes for children are good

Children are resilient, self-confident and self-motivated individuals who are never less than satisfied until a task or challenge is complete. They are competent writers, skilful communicators and articulate readers. All children have positive attitudes towards their learning and are well prepared for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	500211
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1103799
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Kath O`Hara
<b>Registered person unique reference number</b>	RP512878
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	0161 688 0300

The Vine Playgroup registered in 1993. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 1 or above. The setting opens from Monday to Friday during term time only. Sessions are from 9.30am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

