

St Hilda's Playgroup

St Hilda's Parochial Hall, Victoria Street, Tottington, Lancs, BL8 4AG



Inspection date

Previous inspection date

28 February 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 playgroup is at the heart of the community. Excellent partnerships have been built with a local school which most children will move on to. They have adapted working practices, such as sharing of transition information. This has helped to ensure the information the school receive is clear and succinct.
- Children are very quick to settle as they arrive at this very welcoming and friendly playgroup. This helps to support children's emotional well-being and security.
- Staff recognise and celebrate children's achievements and good behaviours. Children enjoy being given the role of the 'helping hand'.
- Staff are well qualified and use the skills they have developed to a good standard. Children are supported to make good progress across all areas of learning. Outcomes for children are good.
- Children who require additional help receive support in abundance. Key persons work very closely with parents and with the required outside agencies. This helps to ensure these children are supported to make the best possible progress.

It is not yet outstanding because:

- Professional development opportunities are not acutely focused on raising the quality of staff's teaching to an outstanding level. Furthermore, ways to measure the impact of training on raising children's outcomes further are not fully in place.
- Highly effective strategies for engaging parents in their child's learning are not yet embedded.

What the setting needs to do to improve further

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

- focus staff professional development opportunities more precisely to help raise the quality of teaching to the optimum level and carry out incisive evaluations of the impact of training to help raise children's outcomes even further
- increase opportunities for parents to engage in their child's learning.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outside and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed systems for planning children's play experiences.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. They discussed systems for monitoring staff performance and safeguarding procedures and viewed evidence of the suitability and qualifications of staff working in the playgroup.
- The inspector spoke to staff, parents and children at appropriate times during the inspection and took account of parental views through additional written feedback.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is good

The management team lead a dedicated and professional staff team well. Staff fully understand their roles and responsibilities well and deliver good working practices. Staff supervisions are in place. These sessions have been very beneficial in helping to raise the quality of staff's teaching to a consistent good level. Safeguarding is effective. Staff are knowledgeable to the possible signs, symptoms and indicators of abuse and neglect. They are aware of who to report their concerns to, including if they had a concern about a member of staff. Self-evaluation is effective and successfully takes into account the views of staff, children and their parents. A range of further improvements is in place to help continue to develop the service they offer. Partnerships with parents are generally very strong. Parents are very complimentary about staff and how they help their children to become successful and confident learners.

Quality of teaching, learning and assessment is good

Staff complete accurate and regular assessments on the progress children make. Staff make good use of the information they gather and provide children with activities and resources that help to capture their enthusiasm to learn. Staff use good teaching techniques and fully support children to have opportunities to guide their own learning. Outside children have much fun and laughter. Children work together to build a snowman and enjoy joining together to throw snowballs at staff. Indoors, children enjoy taking part in a baking activity. Staff place less focus on the quality of the end product and focus more on supporting children to develop their skills in exploring and thinking critically. Staff generally share some information with parents to help them to be a part of their child's ongoing learning.

Personal development, behaviour and welfare are good

Staff are very good role models. They are calm and caring in their approach and often get down to children's eye level. This is one way children are supported to build secure attachments. Staff support children to learn about making healthy food choices. Children enjoy eating their snacks at a time they feel ready for a natural break in their play. They sit together and have discussions about a range of topics. Parents are supported to follow the playgroup's healthy eating approach. Children's packed lunches are healthy and well balanced. Children's behaviour is extremely good. They are kind and caring to their friends and are very polite to staff and visitors.

Outcomes for children are good

Outcomes for all children are good, including those who require additional support. Children are extremely happy and are confident to make the most of their time playing and learning. Children are confident communicators and have strong social skills. New children make friends with ease, which helps them to settle well. Children are supported for their next stage in their learning and for when the time comes to move to more formal education.

Setting details

Unique reference number	EY493624
Local authority	Bury
Inspection number	1029158
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	45
Name of registered person	St Hilda's Playgroup Limited
Registered person unique reference number	RP534899
Date of previous inspection	Not applicable
Telephone number	01204886634

St Hilda's Playgroup registered in 2015. The playgroup operates from 9am to 3pm, Monday to Friday, during term time only. The playgroup employs seven childcare staff, all of whom hold appropriate early years qualifications. One member of staff holds a qualification at level 5 and five members of staff hold qualifications at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

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