

Little Dolphin Playgroup

TYLDESLEY RUGBY UNION FOOTBALL CLUB, Astley Street, Manchester, M29 8HG



Inspection date

7 March 2018

Previous inspection date

15 May 2014

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Supervisory sessions are not highly effective in identifying and addressing some inconsistencies in staff's teaching. Furthermore, professional development opportunities for all staff are not always given the highest regard.
- Staff's teaching is variable. Some staff deliver very strong teaching and interactions, while other staff are less effective at supporting children's play and learning. This means that not all children are supported to make good progress. Therefore, outcomes for all children are not consistently good enough.
- Staff do not use the information gained from assessments well enough to check the progress children make and plan for the next steps in their learning.
- The management team do not carry out an effective process of self-evaluation. Some weaknesses in practice have not been highlighted.

It has the following strengths

- Partnerships with parents are strong. They are very complimentary with regard to children's care and learning. Parents value staff offering strategies to help to address children's challenging behaviour at home.
- Children arrive confident and ready to play with their friends. This helps to further build on their social skills.
- Children who have special educational needs (SEN) and/or disabilities are extremely well supported. All required support and guidance from outside agencies is always accessed.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure that supervisory sessions are effective in offering support, coaching and further professional development to help raise the quality and consistency of staff's teaching to a good standard | 07/09/2018 |
| <ul style="list-style-type: none"> ■ use the information gained from assessments consistently to establish the progress children make and to guide activities and play experiences to support what children need to learn next. | 07/09/2018 |

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

- make more effective use of self-evaluation procedures, so that all weaknesses are accurately identified and addressed, so overall practice can be developed to a good standard.

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 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 provider and deputy manager. They discussed systems for monitoring staff performance, safeguarding procedures and viewed evidence of the suitability and qualifications of staff working in the playgroup.
- The inspector spoke to children, parents and staff 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 requires improvement

The management team and staff create a welcoming and inclusive place for all children to play and learn. Safeguarding is effective. Staff complete training to aid their safeguarding knowledge. They are aware of the signs and symptoms of abuse and the procedure they should follow if they have any concerns about a child's welfare or a member of staff's practice. The majority of the staff team is qualified in early years. However, they do not consistently make the best use of the skills they have learnt through gaining their qualifications. Staff supervisory sessions are in place. However, these are not used well enough to help all staff to reflect on their practice and discuss how their teaching skills can be improved. The management team has developed the playgroup over time, and have extended the service they provide to meet the demands of parents. However, evaluations of everyday practice are not always carried out. This means that, weaknesses are not always identified, so overall practice can be developed to a good standard.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some staff's teaching is exceptionally good, while others are not as effective. This means that not all children receive good-quality teaching and high-quality interaction that best supports their progress. For example, children match coloured bricks to corresponding cards. Staff sit next to them but offer little engagement to help them succeed. Staff complete assessments to help to monitor the progress children make in their learning. However, the information does not always give a true representation of children's attainment. This means that staff are not always able to guide play experiences and activities that best support what children need to learn next. That said, children who have SEN and/or disabilities are supported with clear targets set in conjunction with outside agencies. Parents are informed about their child's day and receive development updates.

Personal development, behaviour and welfare are good

Children and their families receive a very warm welcome on arrival. They enjoy their time at the playgroup and build secure relationships with their friends and staff. Children receive home-cooked meals and snacks, such as fresh fruits and vegetables. Children have access to physical outdoor activities and access places in the community, such as the local park. These examples help to support children's good health. In addition, staff reinforce the importance of brushing teeth after meals. Children's behaviour is very good. They learn to play cooperatively together, be kind to each other and build friendships that go beyond the playgroup environment. Children receive praise and encouragement. This helps to support their emotional well-being.

Outcomes for children require improvement

Weaknesses identified in practice means outcomes for all children are not yet good. Children are not fully supported to make good progress, in preparation for their eventual move on to school. That said, children are gaining in confidence and they build strong social groups.

Setting details

| | |
|--|--------------------------|
| Unique reference number | EY471293 |
| Local authority | Wigan |
| Inspection number | 1102883 |
| 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 | 32 |
| Number of children on roll | 47 |
| Name of registered person | Angela Furey |
| Registered person unique reference number | RP903206 |
| Date of previous inspection | 15 May 2014 |
| Telephone number | 01942882967 |

Little Dolphin Playgroup registered in 2013. The playgroup employs nine members of childcare staff, including the provider. Of these, one member of staff holds early years teacher status, four hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 2. The playgroup opens Monday to Thursdays, sessions are from 8.30am until 4pm, and Friday, sessions are from 8.30am until 3pm, term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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