

St Matthews Preschool Playgroup

St Matthews Hall, Chapel Lane, Manchester, M32 9AJ



Inspection date

20 April 2018

Previous inspection date

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

- Leaders are committed to providing all children with the best possible early year's provision. They have a good awareness of the strengths of the provision and identify and address any areas for improvement. This has helped to achieve good standards.
- Children are interested and motivated learners, overall, and enjoy challenging activities and experiences. Children, including those who have special educational needs and/or disabilities, make good progress from their starting points.
- Partnership with parents is a key strength. Staff share detailed information with parents about their children's development. They encourage parents to be fully involved in children's learning and suggest many ways to support children's learning at home.
- Children develop excellent physical skills. Children particularly enjoy a lively session, energetically manipulating dough using their hands and fingers to music.
- Children are confident, happy and settle quickly. They form close bonds with kind and caring staff who know them well. Children receive individual care and attention from their key person. This helps them to feel safe and secure.

It is not yet outstanding because:

- Group activities do not always engage the interests of all children to help support their individual learning further.
- Staff do not always provide clear and consistent explanations that help children to understand what is expected of them and further support their good behaviour.

What the setting needs to do to improve further

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

- consider how group activities are organised to help engage all children more effectively and further develop their interest and learning
- provide consistent explanations to further support children's understanding of staff's expectations about behaviour.

Inspection activities

- The inspector had a tour of all areas of the setting. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions with the provider and manager and carried out an evaluation of teaching with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that the safeguarding policy and procedures are thorough and are understood by all staff. Recruitment processes are robust and rigorous safety checks, including written risk assessments, help to ensure the environment is suitable. Leaders provide a wealth of training and support for staff. They have regular meetings to reflect on their practice and to keep their knowledge up to date. For example, recent training on data protection regulations has helped staff to understand changes to legislation. Leaders closely monitor children's progress. Any identified gaps in learning are swiftly addressed and appropriate action is taken. For example, leaders have recently planned training to help staff to further support children's communication skills.

Quality of teaching, learning and assessment is good

Staff complete detailed observations and assessments of children. They use these, generally, well to plan experiences that reflect children's interests and challenge their learning. Babies handle books and eagerly turn pages as they sit with their key person. This helps to develop their literacy skills and they listen to stories with anticipation. Older children delight in scooping up and splashing in water during play with toy sea life animals. Staff skilfully encourage them to count the animals and describe the colour and shape of toys, including a stingray and a shark. This contributes towards their mathematical awareness. Knowledgeable staff provide some appealing activities to help to promote older children's listening and attention skills. For example, children sing about the days of the week, follow action rhymes and answer questions about the weather.

Personal development, behaviour and welfare are good

Staff organise the environment well. There is a variety of resources that children access themselves. Children have good opportunities for active play indoors and enjoy using their physical skills. For example, they carefully navigate across balancing apparatus and skilfully ride bikes, cautiously manoeuvring past obstacles. Boys build with large crates and wooden blocks and use their small-muscle skills to turn screws during a role-play builder's activity. Staff take children out in the community each day for fresh air and to explore the world around them. Staff teach children about life cycles. For example, children care for frogspawn. Staff help to promote children's physical well-being and positive hygiene routines are embedded. Children receive regular visits from local health care professionals, and hygiene practices, such as washing your hands and brushing your teeth are encouraged.

Outcomes for children are good

Older girls confidently name shapes, such as square and rectangle. They paint shapes and symbols with water on a wall outside using brushes and rollers. New children play and explore the environment with high levels of self-assurance. Babies are curious and inquisitive learners. They keenly investigate toys with buttons and parts that move and delight when the toy spins and pops up. All children, including children in receipt of additional funding, are prepared well for future learning and the eventual move to school.

Setting details

Unique reference number	EY497252
Local authority	Trafford
Inspection number	1037905
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	32
Number of children on roll	29
Name of registered person	C & M Childcare Limited
Registered person unique reference number	RP534626
Date of previous inspection	Not applicable
Telephone number	07531485311

St Matthews Preschool Playgroup re-registered in 2016. The setting employs eight members of childcare staff. Of these, seven staff hold an appropriate early years qualification at level 3 or above. The setting opens Monday to Friday, all year round except for bank holidays and two weeks at Christmas. Sessions are from 9am until 12.45pm.

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