

# St Matthew's Playgroup

c/o St Matthew's Infant School, Chadderton Hall Road, Chadderton,  
Oldham OL9 0BN



<b>Inspection date</b>	17 September 2018
Previous inspection date	9 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- The manager, together with excellent support from the deputy manager, leads the staff team with superb efficiency and commitment. They have worked extremely hard to improve the quality of the playgroup since the last inspection. Staff have addressed the recommendations raised and enhanced many other aspects of their practice.
- Well-qualified staff use the information they obtain from observations to accurately assess what children know and can do and what they need to learn next. They plan challenging and exciting activities based on children's interests. Children are highly motivated and confident learners and make rapid progress in their learning.
- The highly skilled and knowledgeable special educational needs coordinator is valued immensely and is an exceptional asset to the playgroup. She is fully committed and passionate about her role and strives to ensure that children receive the appropriate support they need to help to ensure that they can make the very best possible progress.
- Children thrive in this outstanding playgroup. Staff are full of fun and enthusiasm and this is imitated by children, who are totally absorbed in their play and learning. The environment indoors and outdoors, is rich, imaginative, and exceptionally well organised to help to promote all areas of learning.
- The key-person system is well established and highly effective. Children develop exceptionally close relationships with all staff, who are extremely sensitive, caring and attentive. Care practices are extremely successful in helping to promote children's good health and well-being. Children demonstrate high levels of confidence and a strong sense of emotional security.
- Partnerships with parents, other early years providers and external professionals are excellent. Staff provide parents with a wealth of information about children's learning and progress. The shared approach to children's care and learning helps to promote high levels of consistency and continuity for all children.

## What the setting needs to do to improve further

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

- continue to enhance the highly effective programme of professional development to consistently drive and sustain the outstanding quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching in the indoor and outdoor environment and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection. She held discussions with the special educational needs coordinator of the playgroup.
- The inspector completed a joint observation of a planned adult-led activity with the manager.
- The inspector looked at relevant documentation, such as safeguarding policies and procedures, children's learning records and evidence of the suitability and qualifications of staff working in the playgroup.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge of the referral procedures to follow should they have concerns about the health or welfare of a child. The manager uses her excellent knowledge, skills and expertise to mentor, guide and coach staff and carries out regular supervision sessions to manage their performance. This has an extremely positive impact on the overall effectiveness of the playgroup. The manager carefully checks the progress made by all children who attend the playgroup, including different groups of children. This helps to ensure that gaps in learning are quickly identified and external intervention sought, when necessary. The manager creates a culture of self-reflective practice, which successfully helps to ensure the continuous improvement of the playgroup. She recognises the importance of continuous professional development to help drive and maintain the outstanding quality of teaching.

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

Staff provide children with an exceptional range of high-quality toys, resources and equipment that helps them to learn through purposeful and enjoyable play. Children have a wonderful time when they take part in the music and movement session. Staff who lead the session dress up in a rainbow coloured tutu and take on a completely new persona. Children squeal with enthusiasm and excitement when they realise it is time for the session. Children follow instructions and listen attentively to staff. They demonstrate high levels of communication and language skills. Children relish the time they spend in the outdoor play area. They look for letters that are hidden in the water and are thrilled when they find those that are in their name. This helps children to develop early literacy skills in readiness for school. Specialist staff provide excellent support for children who have special educational needs and/or disabilities and children who speak English as an additional language. For example, they provide objects to help children to make choices about what they want to do.

### Personal development, behaviour and welfare are outstanding

Children are extremely happy and well settled in the playgroup. They demonstrate high levels of independence as they manage their own personal care needs in readiness for school. For example, children take off and hang up their coats, help themselves to snacks and pour their own drinks. Staff create a culture of mutual respect and provide children with extensive opportunities to learn about diversity beyond their own experiences. Children's behaviour is exemplary. They are extremely kind and helpful towards staff and each other. Children look under cupboards for resources, put cushions away and pretend to wear binoculars to help them find toys that are on the floor.

### Outcomes for children are outstanding

All children make excellent rates of progress. This includes children who have special educational needs and/or disabilities and children who speak English as an additional language. Children increasingly show high levels of self-control during activities and confidence in social situations. They consistently demonstrate that they are active and keen learners. They develop an exceptionally wide range of skills that helps to give them a firm foundation for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	508066
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065370
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Healds Green And St Matthews Playgroup Committee
<b>Registered person unique reference number</b>	RP901852
<b>Date of previous inspection</b>	9 November 2015
<b>Telephone number</b>	0161 287 9169

St Matthew's Playgroup opened in 1997. The playgroup is led by a committee. It operates during term time only from 8.45am to 3.45pm, from Monday to Friday. The playgroup employs nine members of staff, including the manager. Of these, two hold early years professional status and four hold qualifications at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

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