

Inspection date	3 October 2018
Previous inspection date	21 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff work closely with parents and other professionals. They make good use of the information gathered from their discussions with parents and communicate effectively about children's achievements and next steps in learning. Parents are complimentary and speak highly of the staff team.
- Staff provide a caring and nurturing environment. Children are very settled and secure. They form strong attachments with staff who support their emotional well-being effectively.
- Children learn about appropriate behaviour. Staff are good role models. They remind children about taking turns and being kind to others.
- The manager and staff have a clear vision for the further development of the playgroup. The views of staff, parents and children help inform action plans for ongoing improvements.
- Staff know children's interests, current skills and abilities. They regularly observe and assess children's development and provide activities and experiences to engage and motivate them. Children make good progress in their learning.

It is not yet outstanding because:

- The manager does not have a clear overview of the progress that different groups of children are making, to identify any variations and strengthen their progress and achievement.
- The manager does not use professional development opportunities as sharply as possible to extend staff's teaching skills.

What the setting needs to do to improve further

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

- evaluate the progress made by different groups of children and use the information gained to ensure that gaps in learning are quickly closed
- strengthen staff's professional development and focus more sharply on extending their teaching skills to help promote outstanding outcomes for all children.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact these had on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are clear on the action to take if they have any concerns about children's welfare and safety. Staff are deployed well. Children are supervised effectively, including when they play outside. Children are provided with opportunities to learn how to keep themselves safe. Staff talk to children about the rules and boundaries within the playgroup and remind them to tidy away resources to help prevent any accidents. Risk assessments are used well. The manager and her staff work closely with the local authority and gather accurate views from others to help them identify strengths and areas for improvement.

Quality of teaching, learning and assessment is good

Staff offer an abundance of praise and encouragement that ignites children's passion for learning. Children enjoy the planned group activities and learn basic mathematical concepts. For example, children looked in the mirror to count how many eyes they have and if they have long or short hair. Staff skilfully re-shape activities to follow children's interests. For example, children found a spider in the box of cars and counted his legs before placing him carefully outside. Children enjoy taking part in circle time. They show strong participation, listen well and confidently sing along to familiar songs and rhymes.

Personal development, behaviour and welfare are good

Children are happy, settled and enjoy their time spent in the nursery. They behave well and use good manners. Children learn about how to be healthy and take care of their own self-care and hygiene needs independently. Staff support children to learn about making healthy food choices. For example, children discuss excitedly what sandwiches they like to eat at home as they play imaginatively with the pretend food. Children enjoy plenty of opportunities to practise physical activities as they play energetically outdoors in the fresh air. They learn to take some managed risks as they balance on wooden beams and develop their spatial awareness as they pedal their bicycles down the slope.

Outcomes for children are good

All children enjoy making choices throughout the day. They are given plenty of opportunities to plan their own play experiences and enjoy good relationships with each other. Children settle quickly into the new daily routine and develop increasing levels of self-esteem and confidence. For example, children quickly learn to wear aprons for painting and enjoy putting on their wellies for outdoor play. Children are gaining new skills in readiness for their next stage in learning.

Setting details

Unique reference number	500186
Local authority	Manchester
Inspection number	10064784
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 2
Total number of places	20
Number of children on roll	24
Name of registered person	Richardson, Jane
Registered person unique reference number	RP512871
Date of previous inspection	21 March 2016
Telephone number	0161 681 1385

St Wilfrids registered in 2003. The setting employs three members of childcare staff, including the manager. All staff hold appropriate early years qualifications. The setting opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 12.45pm until 3.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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