

The Village Pre-School Playgroup

Community Centre, Mytham Road, Little Lever, BOLTON BL3 1JF



Inspection date	9 October 2018
Previous inspection date	27 March 2014

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 form secure and trusting bonds with children and their families from the outset. Children, including those who are new to the setting, settle quickly and demonstrate they feel emotionally secure in the care of their key person and within their new surroundings.
- Children confidently explore the vibrant learning environments, indoors and outside. Furthermore, children have many exciting opportunities outdoors to practise their physical skills, test out their ideas and explore the natural world.
- Staff observe children and make regular and precise assessments of their progress. They use this information and children's individual interests well to plan a wide range of exciting and enjoyable activities. This supports children to meet the next steps in their learning.
- Staff are excellent role models who lead by example. Children clearly demonstrate their understanding of expected behaviour. They share, take turns and have good manners. Staff provide constant praise for their efforts. This gives children a real sense of achievement.
- Overall, teaching is strong. Staff enthusiastically interact with children down at their eye level to focus and engage their attention. Children are curious and display high levels of motivation and concentration.

It is not yet outstanding because:

- Staff do not consistently gather detailed information from parents about what their child can already do at the beginning of placement to help them make the best possible start in their learning.
- Although, overall, supervisions support staff to maintain their professional development, the manager does not yet provide them with regular and incisive feedback about their teaching to raise this to the highest possible level.

What the setting needs to do to improve further

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

- strengthen systems for gathering information from parents about their child's development and progress at the start of the placement to help children make the best possible start
- review supervision arrangements, so staff are provided with more regular and incisive feedback on the quality of their teaching which helps them raise this to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed this with her.
- The inspector spoke to the staff and the children throughout the inspection.
- The inspector held a meeting with the manager who is also the provider. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of what to do if they are concerned about the safety or welfare of a child and know who to contact. The setting is safe and secure and recruitment procedures are robust. The dedicated manager and staff regularly seek the views of children and parents to set priorities for improvement. Staff are encouraged to attend courses to maintain their professional development. The manager and staff closely monitor the progress made by individual children and act quickly to address any gaps in learning. For example, recent communication and language training has been used well to evaluate activity planning and shape interactions with children. This supports children's speech and language development even further. Funding is used effectively to maximise individual potential and raise outcomes for all children. For example, providing children with one-to-one support.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. Children excitedly engage and play with staff during planned and self-chosen activities. Children practise their literacy skills as they confidently use note pads and pencils to take orders in the role-play café. Children play cooperatively, allocate roles and share the resources to facilitate their play. Staff skilfully question children to test their understanding and widen their vocabulary and thinking. For example, they discuss concepts, such as the price of items, how many they need and how long they will take to make. Children have many opportunities to be creative. They experiment with malleable dough, take part in interactive stories and use readily available, open-ended materials to make their own creations. Children delight as they make their own dough. Staff encourage children to weigh out the ingredients and discuss concepts, such as shape and size. This supports children's mathematical development.

Personal development, behaviour and welfare are good

The warm and welcoming learning environments are organised exceptionally well to help children make independent choices in their play and capture their interests. Independence and self-care skills are promoted effectively. Children hang up their own belongings, serve themselves snacks and actively take part in tasks, such as tidying away toys and brushing their own teeth. Children relish the opportunity to be 'lunch monitors'. Children demonstrate pride in their achievements as they confidently and safely fulfil their roles. Snacks provided for children are healthy and nutritionally balanced. Fresh drinking water is readily available and children are supported to manage their own need for a drink.

Outcomes for children are good

Children gain the skills needed to be ready for their future learning and school. They listen perceptively during circle-time activities, follow instructions and confidently talk about their home life. Children are articulate, ask questions and demonstrate patience, for example, as they use binoculars to look for wildlife outdoors. Children who have special educational needs and/or disabilities and those in receipt of early years funding are well supported and make consistent progress.

Setting details

Unique reference number	315959
Local authority	Bolton
Inspection number	10059808
Type of provision	Full 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 - 4
Total number of places	36
Number of children on roll	39
Name of registered person	The Village Pre-School Playgroup Committee
Registered person unique reference number	RP909613
Date of previous inspection	27 March 2014
Telephone number	01204 573 096

The Village Pre-School Playgroup registered in 1977. The pre-school employs 10 members of childcare staff. Of these, all staff hold appropriate early years qualifications at levels 2 to 6. The pre-school opens from Monday to Friday, term time. Sessions are from 8.30am until 3.30pm Monday to Thursday and from 8.30am to 3.15pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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