

Spring Willows Playgroup

ST. ANNES HOUSE RYECROFT AVENUE, HEYWOOD, LANCASHIRE OL10
1QB



Inspection date	15 October 2018
Previous inspection date	16 September 2015

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 share the dedicated manager's vision for the playgroup and are committed to providing high-quality early years experiences for children and their families. Together, they consider the views of parents and children when evaluating the quality of the playgroup and planning future changes.
- Staff observe children and accurately assess what they can do. They use this information effectively to plan a wide range of activities that is well matched to children's current stage of learning and development.
- Staff provide a warm and welcoming environment. They gather important information from parents about their child's care routines and learning when they first start to attend the playgroup. This helps children to settle quickly and develop a sense of belonging.
- Children delight in opportunities to engage in forest play. Staff encourage them to manage their own risks safely and explore the natural environment.
- Staff work closely with a range of other professionals to help them support children who have special educational needs and/or disabilities.

It is not yet outstanding because:

- Professional development is not yet fully focused on sharing best practice among staff, to help raise the quality of teaching to an outstanding level.
- Occasionally, some staff do not make the most of opportunities to extend and build on older children's mathematical skills, such as size and quantity.

What the setting needs to do to improve further

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

- provide more opportunities for staff to share their good practice and learn from each other, to help raise teaching to an even higher level
- make the most of opportunities that arise to extend older children's understanding of mathematical ideas and concepts.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with a small number of parents and also considered their views from the written feedback provided during the inspection.

Inspector

Denise Farrington

Inspection findings

Effectiveness of leadership and management is good

Overall, the manager supports her staff well. She observes staff as they work with children and meets with them to discuss their role. The manager identifies aspects of staff practice that can be improved further. Staff attend a variety of training opportunities. For example, recent forest play training is used well to provide children with a range of exciting and challenging experiences in the vibrant outdoor areas. The arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities in keeping children safe, including from extreme views or behaviour. They know how to identify and report any concerns they have about a child's welfare. The manager monitors the progress that all children make and swiftly recognises any developing gaps in their learning. This helps her to identify areas where teaching needs to be focused to ensure that outcomes for all children are good.

Quality of teaching, learning and assessment is good

Staff play alongside children and talk to them about what they are doing. Staff working with younger children skilfully introduce new words as children play. For example, as toddlers use sand and bricks to build a wall, staff introduce the word 'trowel' when describing the tools that children use. Older children begin to recognise the sounds that some letters represent in words. They practise forming the letters from their name, while younger children delight in making marks with paint and brushes. Children enjoy sharing stories and listen intently as staff share their favourite books. Older children predict what is going to happen next in the story as younger children point to the pictures and describe what they see. This effectively helps to develop children's early literacy skills.

Personal development, behaviour and welfare are good

Staff are effective role models who manage children's behaviour positively. They praise children as they help each other and remind them when some behaviours are not acceptable, gently explaining the impact of their actions on others. Staff encourage children to develop their independence and celebrate as they try to do things, such as pouring their own drinks at snack times. Staff give children who are less confident than others socially the support they need to develop relationships and to take part in all activities. They encourage children to learn about the benefits of being active and eating healthy foods. For example, they remind children that milk helps to make their bones strong.

Outcomes for children are good

Children are confident and enthusiastic learners who are not afraid to try new things. They persevere with tasks and help each other to solve simple problems. Older children explain what they are thinking and try out their ideas while younger children explore the resources available and make decisions about what they would like to play with. All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. They acquire a range of important skills to help them move on to the next stage in their learning.

Setting details

Unique reference number	316426
Local authority	Rochdale
Inspection number	10065631
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of registered person	Greenwood, Jayne Carmichael
Registered person unique reference number	RP910619
Date of previous inspection	16 September 2015
Telephone number	01706 624848

Spring Willows Playgroup registered in 1997. The playgroup employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one at level 5. The playgroup opens Monday to Friday, from 9am to 3pm, during term time only. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children.

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