

Middleforth Playgroup

St Leonards Church Hall, Marshalls Brow, Penwortham, Preston PR1 9HY



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| Inspection date | 18 October 2018 |
| Previous inspection date | 9 June 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 offer children and their families a warm welcome to playgroup. Children arrive happy and confidently join in with the activities available. The well-established key-person system helps children to form secure attachments and promotes children's confidence to explore.
- There is a strong team spirit and staff work together to reflect on the strengths of the playgroup and areas to improve. The views of parents, children and other professionals are regularly sought and used to inform further developments. There is a strong drive to promote the best outcomes for children.
- Staff work very closely with other professionals. This helps to ensure children experience continuity of their learning and care needs. This is highly effective for children who have special educational needs and/or disabilities.
- The manager is highly skilled and knowledgeable. She is an excellent role model for the staff team and provides good support through performance management. She accurately assesses staff's teaching and provides feedback and coaching to enhance practice further.
- Staff know their key children well, including their interests, current skills and abilities. They regularly observe and assess children's learning and provide activities and experiences to engage and motivate them. Children make good progress in their learning.
- Staff help children to understand the expectations of their behaviour as they provide clear instructions ahead of changes throughout the day and include them in routines. For example, staff give children tasks to carry out at tidy-up time. Children listen and show that they understand as they happily follow the routine and cooperate well.

It is not yet outstanding because:

- Although activities and resources are well planned for, staff have not considered the impact of the overall physical environment on children's learning.
- On occasion, staff miss opportunities to promote and encourage children's mathematical skills, to extend their learning.

What the setting needs to do to improve further

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

- focus more precisely on the impact of the physical environment on children's learning
- promote and encourage children's mathematical skills to extend their learning even further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager ensures all staff have a firm understanding of their role in keeping children safe. They receive regular safeguarding training and are confident in the procedure to follow in reporting concerns. The manager collates children's progress information to help her understand their progress over time. This helps to ensure emerging gaps in learning are swiftly identified and addressed. Staff support children learning English as an additional language very well. For example, staff learn and use key words in children's home language during their everyday interactions and play.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a wealth of experience between them. This contributes to the overall strong teaching in place. Staff are excellent storytellers. They capture and maintain children's interest with great success, using props, animated actions and different voices to portray the characters within the story. Children watch and listen in fascination. Staff ask well-posed questions throughout the story which children excitedly answer. The strong teaching skills of staff widely promote children's listening and attention and thinking and communication skills. Partnerships with parents are well established. Parents are widely supported to contribute and be involved in their children's learning. For example, staff provide parents with ideas of ways they can continue learning at home.

Personal development, behaviour and welfare are good

Children's good health is promoted well. They follow good hygiene routines and enjoy healthy options at snack time. Children help to grow some of their snack items, such as tomatoes, strawberries and cucumbers, in the vegetable planters outdoors. This provides wonderful opportunities for children to learn about where our food comes from, embedding a good understanding of healthy lifestyles. Children gain an excellent understanding of diversity beyond their immediate experiences. For example, staff invite parents into playgroup to share with the children their family cultural celebrations. Children have enjoyed learning about the Japanese boys' festival and the related customs and traditions.

Outcomes for children are good

Children are motivated learners and show high levels of engagement during their play. They enjoy using a wide range of interesting resources and activities inside and outdoors. For example, children enjoy activities involving hammering plastic pegs into a melon, using their small- and large-muscle skills and practising sharing and taking turns. Children write for purpose, use technology-based resources and enjoy role play in the home corner. Children are developing the necessary skills for future learning and their eventual move on to school.

Setting details

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| Unique reference number | EY278271 |
| Local authority | Lancashire |
| Inspection number | 10068927 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 16 |
| Name of registered person | Middleforth Playgroup Committee |
| Registered person unique reference number | RP523172 |
| Date of previous inspection | 9 June 2014 |
| Telephone number | 07980 954 996 |

Middleforth Playgroup registered in 2004. The playgroup is open each weekday from 9.15am until 12.15pm, term time only. In total, four staff work at the playgroup, all of whom hold relevant qualifications. The playgroup receives funding to provide free early education for two-, three-, and four-year-old children.

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