

Vale Kids Playgroup

Vale Park Cafe, Vale Park, Wallasey CH45 1LZ



Inspection date	8 November 2018
Previous inspection date	19 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The manager and her supportive team are passionate about the playgroup and have worked hard to address the issues raised at the last inspection. They have developed good relationships with other settings and professionals to provide continuity for all children. There is an effective system in place for reporting on children's progress at age two. This helps children who are at risk of falling behind to receive the additional support they require to help them catch up.
- Staff are highly qualified and use their knowledge of how children learn to provide a range of good learning experiences. They monitor children's development well and use their observations to plan individual next steps in all areas of learning. This supports children to make good progress from their starting points.
- Staff build firm relationships with parents. Parents speak positively about the quality of the care and learning at the playgroup. For example, parents report that staff keep them fully informed about children's well-being and learning. They enjoy borrowing books from the playgroup to share with children at home.
- Staff are experienced and provide a warm, nurturing environment. They know children well and are sensitive to their individual needs. Children develop close bonds with staff and are comfortable approaching them for a cuddle or reassurance. This helps children to settle quickly and feel secure.

It is not yet outstanding because:

- On occasions, staff do not allow children enough time to respond to questions or develop their own ideas.
- Staff do not consistently gather sufficient information from parents about what their children can already do when they first start.

What the setting needs to do to improve further

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

- allow children enough time to respond to questions and develop their own ideas
- consider other ways of gathering information from parents about what children can already do when they first start.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector discussed children's learning and their progress with key persons, including their next steps and children's interests.
- The inspector had a tour of the playgroup. She looked at the range of resources available for children's use.

Inspector
Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of possible signs of abuse and the procedures to follow if they have concerns. They complete assessments to minimise potential risks to children's safety without compromising children's natural curiosity to explore. There is an effective system for monitoring staff performance. Staff access training to broaden their skills and knowledge, which has a positive impact on children. For example, following recent training about emotions, staff have introduced a moods board to support children to explore and acknowledge their feelings. It is evident that staff are keen to drive the quality of the playgroup forward. They seek the views of parents, children and other professionals when considering ways of improving and have a clear action plan in place.

Quality of teaching, learning and assessment is good

Staff actively engage in children's play and exploration, skilfully using a range of strategies to promote children's learning in all areas. For example, staff introduce words, such as 'sparkly', 'shiny' and 'bright' to describe children's models. They encourage children to explore play dough using their senses and children giggle as they comment, 'It smells like strawberries'. Children confidently explore a wide variety of opportunities in the park surrounding the playgroup. They show curiosity when they find pumpkins and discuss their size and shape as they recall making lanterns for Halloween. Staff ask children, 'What do you think will happen to them?' This helps children to gain an understanding of how things change over time. Children show delight when they find a fairy house and enjoy singing rhymes as they join in with a tea party. Children excitedly point to the sea and discuss if the waves are 'calm' and 'small' or 'big' and 'rough'.

Personal development, behaviour and welfare are good

Staff have clear boundaries and use a range of strategies to promote positive behaviour. Children are respectful and kind to each other. For example, they listen with interest as their friends talk and they hold younger children's hands to help them to walk up the hills in the park. Children are given plenty of praise and encouragement. This helps to build their confidence and supports them to persevere. Staff help children to gain an awareness of the importance of staying healthy. Children wash their hands before eating and are offered healthy snacks. Staff make good use of facilities in the local area to extend children's experiences of the wider community. For example, children enjoy walks to the shops and beach. Staff invite other professionals into the playgroup to talk to children, such as police and fire officers. This helps children to develop their social skills and gain a greater understanding of how to stay safe.

Outcomes for children are good

Children develop the key skills they need for their next stage of learning, including school. They are inquisitive, motivated learners. Younger children count during play. They practise recognising their names and enjoy mark-making activities. Older children explore basic calculations. They begin to read simple words and practise writing their names. Children develop independence as they tidy up and put on their own coats.

Setting details

Unique reference number	EY485501
Local authority	Wirral
Inspection number	10080301
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 - 4
Total number of places	15
Number of children on roll	16
Name of registered person	Vale House Community Centre Limited
Registered person unique reference number	RP534283
Date of previous inspection	19 January 2018
Telephone number	01516391386

Vale Kids Playgroup registered in 2015. The playgroup employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The manager holds qualified teacher status. The playgroup is open each weekday from 9.15am until 12.15pm, during term time only.

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