

Fir Bank School

Playgroup

Firbank Primary School, Grasmere Road, Royton, OLDHAM OL2 6SJ



Inspection date	21 November 2018
Previous inspection date	2 July 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
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

This provision is good

- Managers are committed to continually improving the quality of the playgroup. They reflect on their practice regularly and strive to achieve consistently high standards.
- Well-qualified and experienced staff demonstrate strong teaching skills. They weave learning into child-initiated play, planned activities and everyday routines. Children arrive with enthusiasm to learn and flourish when presented with a challenge.
- Children's understanding of the importance of healthy lifestyles is excellent. Staff use a number of methods to extend their understanding further. For instance, they use a cartoon character of a germ to help children to understand why they must wash their hands.
- Staff use clear, consistent and age-appropriate rules and boundaries to set the high expectations for children's behaviour. Children understand why they must use 'inside feet' and 'quite voices' at certain times of the day. Overall, they are polite and kind to each other and they play together well.
- Managers form strong links with the host school. Children join in with assemblies and share the dining area for lunch with the school children. This helps to prepare children for their move to school when the times comes.
- Children's independence is well promoted. For example, they confidently put on their coats, manage fastenings and use the toilet independently.
- Staff do not consistently provide all children with inspiring opportunities to promote the development of their early writing skills further.
- Staff do not gather detailed information about what children already know and can do when they first start at the setting.

What the setting needs to do to improve further

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

- extend the opportunities available for children to practise making marks and develop their early writing skills even further
- obtain more information from parents about what children already know and can do when they first start, to help to inform initial assessments.

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 observed a planned activity and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector viewed a range of documents, including some policies and procedures, children's records and evidence of the suitability of staff working with children.
- The inspector spoke to parents on the day of the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good awareness of child protection and wider safeguarding issues. They understand the action to take in the event of a child protection concern. The manager works alongside staff and acts a positive role model. She observes staff practice and offers them regular supervisory sessions. Staff help to contribute to their own training plans and are passionate about extending their knowledge further. For example, the member of staff responsible for children who have special educational needs and/or disabilities (SEND) attends regular training and updates. Additionally, she researches and reads information online. This has a positive impact on her ability to recognise and work with children who require extra support. Staff support children to think about risks and how to minimise them. For instance, before playing outside, staff talk to children about the surface and ask them how they might make it safe. Children comment that the leaves might make them slip and they help to sweep them away.

Quality of teaching, learning and assessment is good

There is a strong emphasis on broadening children's mathematical awareness. For example, staff engage children in a shape recognition game. Children confidently describe the detail of their shapes, including circles and hexagons. They talk about how many sides and corners they have and describe the sides as straight or curved. Staff extend this further. For instance, they hide a shape in a bag and begin to describe the shape to children. Children listen carefully and become excited when they recognise the shape correctly. This helps to keep children's motivation levels high and also helps towards extending their good listening and attention skills. Children enjoy a movement and music session with staff. They dance confidently and listen to instructions, such as to start, stop, jump and run. This helps children to develop their good physical skills further and builds on their awareness of other children's space. Staff observe children and once they have settled they assess their development regularly. They keep parents informed about children's achievements through daily discussions and emails.

Personal development, behaviour and welfare are good

Despite all children being relatively new to the setting, they are all settled. They show that they trust staff as they enjoy playing and chatting with them and often approach them for help. Staff constantly praise children's efforts. For example, they use verbal comments, such as 'well done', and also use sticker charts and a star of the week certificate. This helps to support children's self-esteem. Children's uniqueness is celebrated in the playgroup. Staff display children's 'all about me' posters around the room. They include photographs and information about their interests and hobbies. This helps to support children's understanding of diversity.

Outcomes for children are good

All children progress well and, overall, they are prepared well for school. They engage in group sessions and listen attentively to staff. They show good levels of tolerance when delayed. Children show good social skills and are confident in the presence of visitors.

Setting details

Unique reference number	508030
Local authority	Oldham
Inspection number	10061194
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	3 - 4
Total number of places	24
Number of children on roll	17
Name of registered person	Firbank School Playgroup Committee
Registered person unique reference number	RP907804
Date of previous inspection	2 July 2015
Telephone number	0161 627 5679

Fir Bank School Playgroup registered in 1995 and operates from a designated room within Fir Bank Primary School. The playgroup employs four members of childcare staff. Of these, one holds an appropriate qualification at level 5 and three hold level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9am to 3pm. The playgroup provides funded early education for three- and four-year-old children.

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