

St Andrews Playgroup

Johns Street, Bolton BL7 9BA



Inspection date	7 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
		Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager uses her experience and extensive knowledge extremely well to provide a highly stimulating learning environment. She is very passionate about her role and is driven in her pursuit of excellence. The manager continually reflects on ways to raise the quality of the provision to the highest level. She actively seeks the views of others to further enhance continuous improvements.
- The manager is meticulous in her monitoring of children's learning. She scrutinises the progress of individual children and that of different groups. Gaps in their development are highlighted and are closing rapidly. Children whose development is below typical levels on entry are making excellent progress as a result of timely intervention and targeted learning.
- Dedicated staff put children's emotional well-being at the heart of their practice. Induction procedures support children superbly well. Children thrive and are very settled. They share excellent, supportive relationships with their key person. Staff are positive role models and respond quickly and sensitively to children's needs. Children are extremely well behaved and play cooperatively.
- Children demonstrate a strong sense of belonging. Their self-confidence is very well supported and they eagerly make independent choices about their play. Opportunities for children to learn about ways to lead a healthy lifestyle are maximised. For example, they nurture and harvest a range of vegetables that they have grown in the playgroup's garden.
- Staff are highly skilled at using their knowledge of how children learn to create a wealth of rich learning opportunities. They know the children very well and provide optimal levels of challenge to support their individual development. Children are highly motivated and deeply engaged in play that captures their interest and curiosity.
- Partnership working with parents and other providers is extremely strong and highly effective at providing a shared approach in meeting children's needs. Staff work closely with outside agencies to provide continuity for children's learning. Children are exceptionally well supported in their transfer to school.

What the setting needs to do to improve further

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

- continue to extend the use of peer observations to help staff share skills and expertise to maintain the excellent quality of teaching.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager of the setting, and carried out a joint observation with her.
- The inspector considered evidence of suitability checks for all staff working in the setting.
- The inspector looked at a selection of documentation, including children's learning records, self-evaluation and staff training records.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of leadership and management is outstanding

The manager sets the highest expectations for all children and works tirelessly to help them reach their full potential. Staff supervision is robust. The manager utilises her excellent knowledge to coach staff as she works alongside them. Staff attend regular training. However, peer observations to share skills and expertise could sometimes be further enhanced to help maintain the excellent quality of teaching. Monitoring of the provision is precise and robust. Development plans are highly effective and encourage continuous improvement. Safeguarding is effective. Managers and staff have a very secure knowledge of ways to protect children from potential harm. Risk assessments are effective and help to maintain a safe environment. There is a very effective two-way flow of information between parents and staff. This helps to provide high levels of continuity for children. Parents' comments about the quality of the provision are extremely positive.

Quality of teaching, learning and assessment is outstanding

Staff utilise parents' knowledge of what children can do in order to help establish starting points for their learning. Observations and assessments of children's development are precise and inform clear targeted next steps. Staff use their skills extremely well to provide a range of innovative learning opportunities. For example, children solve problems as they independently use an outdoor water pump. They investigate and explore as they build their own water flow using guttering pipes. Staff ask challenging questions to support children's thinking. They use every opportunity to promote children's language development and their mathematical skills. Staff are very enthusiastic and promote a positive attitude that encourages children's participation. Children are learning to write their own name and recognise the sounds that individual letters represent. They are highly engaged as they join in and help to tell a story. Older children are encouraged to make up their own story to help maximise their literacy skills.

Personal development, behaviour and welfare are outstanding

Staff give a very high priority to supporting children's physical development. They gain a great deal of exercise outdoors in the fresh air, which helps to support their well-being. Children's self-care skills are extremely well promoted. For example, they independently put on their all-weather suits and wellington boots before going to play out in the rain. Children's dietary requirements and allergy risks are fully respected. Staff support children's social skills superbly well. They lavish praise and encouragement and this helps children to be very proud of their achievements. Children are gaining an excellent awareness of diversity and their local community. For example, they regularly visit the outdoor provision of a local primary school to help feed their resident animals.

Outcomes for children are outstanding

All children are making rapid progress in their learning from their initial starting points. Children willingly share resources and take turns. They listen carefully and are confident to try out their own ideas. Children have huge respect for themselves and others. They are eager and resilient. Children are exceptionally well supported by staff who help them to achieve. They are learning excellent skills and knowledge that will help them in the next stage of their learning.

Setting details

Unique reference number	EY541174
Local authority	Bolton
Inspection number	10089849
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	26
Number of children on roll	31
Name of registered person	Rushworth, Deborah Jane
Registered person unique reference number	RP541173
Date of previous inspection	Not applicable
Telephone number	01204303325 07756890419

St Andrews Playgroup registered in 2017 and is located in Bolton. The manager holds qualified teacher status. The playgroup employs three additional members of childcare staff who hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until midday, with the exception of Wednesdays when an additional session runs from midday to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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