

Whitworth Playgroup

Hallford United Reform Church, Hall Street, Whitworth, Rochdale,
Lancashire OL12 8TL



Inspection date	20 March 2019
Previous inspection date	11 February 2016

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children have forged outstanding attachments with staff and are extremely settled and happy. Staff have a superb knowledge of children's individual needs and place the welfare of children as their highest priority. As a consequence, children are highly motivated, confident and self-assured. Children's behaviour is excellent.
- The manager and staff work extremely well together. They share the same vision for the setting and have high aspirations for all children. They undertake regular evaluation of the service they provide and have identified areas of development. For example, they have identified further training they wish to access.
- The quality of teaching is good. Staff are enthusiastic practitioners and actively engage children in learning. Staff consider the individual needs of all children. For example, they provide focused sessions for older children who are preparing to leave for school. This helps children to acquire good listening and attention skills.
- Children with special educational needs and/or disabilities (SEND) are supported well. Knowledgeable staff work with a wide range of professionals to identify and support children's individual needs. All children make good progress in their development.
- Partnerships with parents are very good. Parents are involved in processes of assessment and are encouraged to be part of their child's learning at home. Parents are extremely complimentary about the care provided by staff. They comment that the staff 'treat children as their own' and that 'staff are amazing'.
- Staff do not consistently provide high-quality opportunities for children to explore mathematical concepts, particularly shape, space and measure.
- Staff do not plan as many enriching learning experiences outdoors as they do indoors. They do not make the best use of opportunities to support children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- improve opportunities for children to strengthen their knowledge of mathematics, in particular shape, space and measure
- plan a wider range of learning opportunities in the outdoors to better support children who prefer to learn outside.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities. She assessed the impact this has on children's learning.
- The inspector spoke with children, staff, parents and the manager during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at documentation, such as children's records, policies and evidence of staff training.
- The inspector spoke to a number of parents during the inspection to take account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of leadership and management is good

The manager is an extremely passionate practitioner who provides clear guidance and expectations for her staff team. Staff are well supported. For example, new staff are mentored by the manager. Staff are given consistent feedback on their practice and attend regular supervision meetings. Staff attend training opportunities which allow them to share good practice with others. Staff attended training to strengthen their knowledge of how to teach letters and the sounds that represent them. Safeguarding is effective. Staff are aware of the authorities to inform, should they be concerned about a child's welfare. They have developed effective partnerships with other professionals from the health and education sectors. These partnerships have a significant impact on supporting children's individual needs.

Quality of teaching, learning and assessment is good

Staff plan learning opportunities that are guided by children's natural interests and next steps in learning. Staff observe children carefully as they play and have a good understanding of how to support children to gain new skills. Staff are good at supporting children's communication and language skills. For example, staff offer regular opportunities for song and rhyme, and read stories to children with repetitive text. In addition, they ask children questions as they play to support their problem-solving and thinking skills. Staff produce summaries of children's development that are regularly reviewed by the manager to identify any gaps in children's learning. Children are eager to learn and are enthusiastic, active learners.

Personal development, behaviour and welfare are outstanding

Staff have created a vibrant and welcoming environment. Staff support children's emotional well-being extremely well. They are superb at nurturing children's needs through times of change, for example, as they prepare to move to school. Staff skilfully encourage children to be independent and manage risks. For example, children explore personal safety as they use a climbing frame, balance across beams and use knives to help prepare snack. Staff are excellent at promoting positive behaviour. They quickly address unwanted behaviour and support children to understand the importance of being respectful to others. Children learn about the importance of healthy lifestyles and show curiosity about the wider world. Children thrive in this nurturing environment.

Outcomes for children are good

All children make good progress in their development. They use their imaginations well and demonstrate high levels of confidence. For example, children are animated as they explore the concepts of 'good' and 'bad' as they dress up as superheroes. Children are extremely excited as they explore and investigate resources. For example, they enjoy using magnets on a range of surfaces to see if they stick. Children are well prepared with the skills for all future learning.

Setting details

Unique reference number	309530
Local authority	Lancashire
Inspection number	10064218
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 4
Total number of places	20
Number of children on roll	25
Name of registered person	Whitworth Playgroup Committee
Registered person unique reference number	RP908427
Date of previous inspection	11 February 2016
Telephone number	01706 860 492

Whitworth Playgroup and Out-Of-School Club registered in 1969. It is a registered charity and is managed by a committee. The playgroup employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three hold appropriate qualifications at level 3 and one holds a qualification at level 2. The playgroup and out-of-school club opens from Monday to Friday during term time only. The playgroup opens from 9.30am until 12.30pm and the out-of-school club is open from 3.15pm until 6pm.

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