

Footsteps St. Andrew's Church Playgroup

Graves Street, Radcliffe, Manchester M26 4GE



Inspection date	13 March 2019
Previous inspection date	21 January 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated and passionate manager strives to help children achieve the best they can and be ready for school. She regularly involves parents, children and staff to effectively identify improvements and make well-considered changes. For example, the manager has suggested that new parents bring children earlier to help them to settle in more quickly.
- The manager has an effective programme of staff support and supervision. She ensures that the quality of teaching is consistently good and any improvements identified are tackled promptly. For example, she helps staff to encourage children to be involved in planning enjoyable activities.
- Children are fully engaged from the moment they arrive and they explore the resources with eagerness and excitement. They are keen to make up their own games. For example, children challenge each other to quickly pat their heads and do star jumps.
- Children enjoy the time they spend in the very welcoming and nurturing playgroup. Children's development and well-being is supported by the effective use of the key-person system.
- Staff do not consistently share in-depth information with parents to further promote healthy eating for children.
- Staff do not maximise opportunities to help children to learn about people and communities different to their own.

What the setting needs to do to improve further

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

- extend ways to share more in-depth information with parents to further support healthy eating for children.
- build on the good opportunities to promote children's understanding of people and communities that are different from their own.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Cath Palsler

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a robust understanding of child protection issues. They understand how to recognise and promptly deal with any concerns about a child's safety or welfare. Staff complete thorough risk assessments. They ensure that the premises remain safe, secure and that resources are suitable for children. Staff say that they are encouraged to undertake regular training to improve their knowledge and skills. For example, staff have used recent training to recognise how to support children to learn in their own preferred way. Staff work closely with other professionals to provide targeted programmes for children with special educational needs and/or disabilities (SEND). This helps any gaps to close and supports children to acquire the skills needed to be ready for school.

Quality of teaching, learning and assessment is good

Staff gather useful information from parents about children's interests and achievements when they first start. This helps them to get to know children well. Staff complete ongoing observations and accurate assessments to plan for what each child needs to learn next. They introduce new words and use descriptive language to build on children's communication skills. For example, staff talk about the seeds and segments in the oranges that children peel. They use books and small world animals to explain how the froglets and frogspawn develop. Staff sound out words, such as 'maraca', as children explore and discover the sounds from hidden objects inside the box. They invite children to work out which two leaves are the same and wave the streamers to make letter shapes. This supports children's early mathematics and literacy skills.

Personal development, behaviour and welfare are good

Children form a close bond and attachment to the staff. Staff are very good role models and give clear and consistent reminders of expected behaviour. Children behave very well and are eager to carry out small tasks. For example, they offer to collect the toothbrushes from their friends and pick up toys they find on the floor. Children have plenty of opportunities to play with vigour and energy. They thoroughly enjoy playing outdoors in all weathers and take part in physical activities with enthusiasm. Children are confident, self-assured and emotionally well prepared for their move to school.

Outcomes for children are good

Children are eager to participate in games and activities and join in conversations with others. They are inquisitive and confident to try new things and take on a challenge. For example, children work out which way the wind is blowing as the streamers move in the wind. They develop good concentration skills and listen attentively to others. Children learn to handle books with care. They develop strength in their hands to help promote their early mark-making skills. They are imaginative and enjoy designing their own creations. For example, they cut and fold the paper and carefully prod it into the dough to make a pattern. All children develop the skills they need for future learning. This includes children with SEND and those who speak English as an additional language.

Setting details

Unique reference number	316846
Local authority	Bury
Inspection number	10072843
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	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Footsteps - St. Andrews Church Playgroup Committee
Registered person unique reference number	RP518337
Date of previous inspection	21 January 2016
Telephone number	07967 714 534

Footsteps St. Andrew's Church Playgroup registered in 1994 and is run by a committee. The playgroup employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 2, including five members who hold a qualification at level 3 and one who holds a qualification at level 5. The playgroup opens from Monday to Friday during term time. Sessions are from 9am to 3.35pm Monday to Thursday and 9am to 12.30pm on Fridays.

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