

St. Catherine's Playgroup

St. Catherine's Community Centre, School Lane, Manchester, Lancashire
M20 6HS



Inspection date	8 April 2019
Previous inspection date	23 October 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
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 manager is highly motivated. Since the previous inspection, she has implemented a number of new initiatives. This is helping to maintain the already good practice and is beginning to develop the quality of provision for children further.
- Staff are well supported by the manager to undertake a range of training opportunities to help them to continually update their knowledge and skills. Recent training on supporting children to develop their early language and literacy skills has helped to significantly enhance children's progress in these areas of learning.
- The environment is stimulating and inviting both indoors and outdoors. It is carefully planned, well organised and resourced with a wide range of toys and equipment that help to promote all areas of learning. Staff carefully observe children's play and assess their development. They plan a wide range of challenging activities that help capture children's interests and promote consistently good progress.
- The highly skilled, well-qualified and dedicated special educational needs coordinator is a valuable asset to the playgroup. She works extremely closely with external agencies and strives to ensure children receive the additional support they need. This helps to ensure that they make as much progress as possible.
- The key-person system is effective and well established. Children develop close relationships with all staff and form strong friendships with each other. They demonstrate high levels of emotional security within the playgroup.
- There is scope for staff to obtain even more detailed information from parents about what children know and can already do, to help to assess children's starting points even more precisely.
- Staff's attempts to overcome barriers to working fully in partnership with some of the other settings that children also attend are not yet consistently successful.

What the setting needs to do to improve further

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

- seek more detailed information from parents about children's prior learning, to help to track their progress from the start even more precisely and further enrich the planning process
- build further on the partnerships with other settings that some children also attend, to help to provide even greater continuity in children's learning, so they make the very best progress possible.

Inspection activities

- The inspector had a tour of the playgroup. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the manager and discussed the quality of teaching.
- The inspector held discussions with the manager and special educational needs coordinator of the playgroup. She looked at relevant documentation, including the safeguarding policies and procedures and evidence of the qualifications and suitability of staff working in the playgroup.
- The inspector spoke to parents on the day of the inspection and took account of their views.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. High priority is given to providing the right support to children who need it most. Staff have a good understanding of the referral procedures to follow should they have concerns about the health or welfare of a child. Effective policies and procedures are understood by staff and underpin daily practice. The manager uses effective evaluation systems to continually identify the strengths and ways the playgroup can improve further. She considers the views of parents, children and staff. She is reflective and is beginning to more closely review the impact of changes on outcomes for children. The manager observes staff practice and carries out regular one-to-one meetings among a range of measures to help to more carefully monitor their performance. She checks the progress of all children who attend the playgroup. This helps to swiftly identify any gaps in children's learning so that external intervention can be sought, if necessary.

Quality of teaching, learning and assessment is good

Well-qualified, skilled and experienced staff are full of fun and enthusiasm, which is mirrored by the children as they play and learn together. Children demonstrate high levels of engagement in activities. Staff extend children's learning effectively in adult-led activities and children's self-chosen play. For example, they ask children what bees need to help them to fly and explain that bees make honey in the beehive. This helps to develop children's knowledge of the world around them. Children thoroughly enjoy making chicks out of yellow play dough, using feathers and 'googly' eyes. They count how many eyes they have and say, 'Chicks have two eyes'. This helps children to develop their understanding of numbers and promotes their creative development. Staff use a range of effective strategies to help children to develop good communication and language skills. Children are confident communicators.

Personal development, behaviour and welfare are good

Staff promote some aspects of children's social and physical development extremely well. Children are happy, content and settled in the playgroup. They display excellent behaviour. Staff make very good use of signs and symbols to help children to develop a secure understanding of how to behave appropriately. They create a culture of mutual respect and kindness and they manage children's behaviour exceptionally well. Children enjoy a wealth of opportunities to take part in enjoyable physical exercise and access fresh air. They access football coaching sessions and, for example, they throw and kick footballs with remarkable skill. They pedal bicycles and negotiate space, as they weave in and out of cones. This has a positive impact on their good health and well-being.

Outcomes for children are good

All children make good progress, including children with special educational needs and/or disabilities and children who speak English as an additional language. Children of all ages develop a genuine love of books. They sit and listen attentively during story times and join in with repeated phrases, such as 'but he was still hungry'. Children acquire a wide range of skills, abilities and attitudes that help to prepare them well in readiness for their future learning in school.

Setting details

Unique reference number	EY304659
Local authority	Manchester
Inspection number	10064762
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	48
Name of registered person	Gardner, Lynn
Registered person unique reference number	RP909206
Date of previous inspection	23 October 2015
Telephone number	07774111408

St. Catherine's Playgroup registered in 2005. The playgroup employs six members of childcare staff. Of these, five hold qualifications at level 3 and the manager holds a qualification at level 5. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3pm on Monday, Wednesday & Thursday and from 9am until midday on Tuesday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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