

Thornton Hough Playgroup

The Village Hall, Manor Road, Thornton Hough, Wirral, Merseyside CH63
1JB



Inspection date	8 May 2019
Previous inspection date	26 April 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 manager monitors all children's development closely. She uses the information gathered to identify gaps in children's learning. Staff focus on children's next steps to help them make good progress.
- The manager is keen to continue to raise the quality of the good practice. She seeks the views of parents, children and other professionals to help her evaluate all areas of the provision. For example, following feedback from parents, she has displayed an additional information board for parents in the entrance hall.
- Staff have high expectations for children's behaviour. They consistently reinforce rules, such as using good manners. Staff use a range of strategies to promote positive behaviour. For example, they help children learn how to negotiate ways of sharing popular toys.
- Children have good opportunities to develop their early mathematical skills. For example, they excitedly find dinosaurs buried in the sand and discuss who has found the 'smallest' and 'tallest' one. Younger children count the number of children present at circle time. They begin to recognise some numbers.
- Since the last inspection, the manager has refined systems for monitoring staff performance. She holds regular supervision meetings and provides good opportunities for staff to continue their professional development. Staff use the knowledge gained to enhance children's learning and development. For example, following recent training, they have introduced additional resources to support children's language development.
- Staff do not consistently gather sufficient information from parents when children first start, to fully support initial assessments.
- On occasions, planned activities do not meet the learning needs of all children involved.

What the setting needs to do to improve further

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

- consistently gain more detailed information from parents when children first start, to identify their starting points in learning
- provide children with more opportunities to become fully involved and engaged in their learning.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of staff.
- The inspector discussed children's learning and progress with key persons, including their next steps and interests.
- The inspector had a tour of the setting. She looked at the range of resources available for children's use.
- The inspector spoke to a small sample of parents and took their views into consideration.

Inspector

Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff confidently describe possible signs of abuse and clearly explain the procedure to follow if they are concerned a child is at risk of harm. Positive feedback from parents indicates that they are happy with the quality of the provision. They state that staff regularly keep them informed about children's learning. They talk knowledgeably about supporting children's next steps at home, such as helping them to learn about shapes. Staff work well with other early years settings that children attend. They regularly share information about children's progress with key persons. This supports continuity in children's learning.

Quality of teaching, learning and assessment is good

Staff happily join in with children's play to help them acquire the skills they need for future learning. For instance, staff promote children's communication skills as they pretend to chat with them over the telephone. They discuss the opening times of the role-play 'dinosaur museum'. Children excitedly recall seeing skeletons and bones during a recent visit to a museum. Staff point out the words 'skeleton' and 'bones' displayed on the wall. This helps children to understand that written words have meaning. Children practise their early writing skills as they make entrance tickets for the museum. Staff help children to extend their good vocabulary. For example, they talk about 'bark' and 'fir cones' as children enjoy exploring natural materials. Children experiment with different ways of using the resources to make models. They take photographs of their finished work and proudly show them to their friends.

Personal development, behaviour and welfare are good

Children enjoy their time at playgroup. They arrive happily and quickly settle to self-chosen activities. Staff offer children frequent praise and encourage them to do things for themselves. For example, children persevere as they put construction blocks together. Children learn about adopting a healthy lifestyle, for example washing their hands before eating. They enjoy a range of healthy snacks. Local dentists visit the playgroup to talk to children about the importance of good dental hygiene procedures. Children have good opportunities to develop their coordination and balance. For example, they enjoy joining in with action rhymes indoors, and jump and run outdoors. Staff provide opportunities for children to gain an awareness of the world beyond their own, for example walks to local allotments. They explore significant events in other cultures, such as Ramadan.

Outcomes for children are good

Children develop the skills they need to help them prepare for their next stage of learning. Staff delegate tasks to children. For example, younger children wash dishes at snack time. Older children lead games outside. They give their friends instructions to follow, such as to stand on the square. This helps children to gain confidence. Children greet visitors and invite them to join in with their play. Younger children recall significant events in a story. Older children explore letters and the sounds that represent them. Children gain an understanding of simple subtractions as they hold their fingers up and take one away. Older children talk about larger numbers. They recognise the number 100.

Setting details

Unique reference number	306507
Local authority	Wirral
Inspection number	10066953
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	24
Number of children on roll	27
Name of registered person	Thornton Hough Playgroup Committee
Registered person unique reference number	RP518771
Date of previous inspection	26 April 2016
Telephone number	0151 353 8930

Thornton Hough Playgroup registered in 1993. It employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two have qualified teacher status. The playgroup opens Monday to Friday from 9am to 1pm, during term time only. It provides funded early education places for two-, three- and four-year-old children.

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