

Play Pals Childcare

Hindley Green Cp School, Thomas Street, Wigan WN2 4SS



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|--------------------------|----------------|
| Inspection date | 2 May 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 | | Not Applicable | |

Summary of key findings for parents

This provision is good

- The provision is bright, welcoming and secure. Staff provide a wide range of indoor and outdoor activities for children to choose from. Children socialise and relax before and after the school day.
- Staff make positive links with parents and share information with them about their child each day. Parents are happy with the quality of the provision and children comment about how much they enjoy attending the sessions.
- The manager uses regular supervision sessions with staff to agree any training needs. This helps to improve staff practice and provide quality experiences for children.
- An effective key-person system is in place to ensure that children's individual needs are met. Children settle well from the start and form secure attachments with staff.
- The manager uses self-evaluation to identify any areas of weakness. She includes the views of children and staff as she shares ideas with them about ways to improve the provision.
- Staff do not always provide enough opportunities for children to recognise and appreciate the differences and similarities between people and communities.
- Although the quality of staff practice is good overall, some staff are not as skilled as others in engaging children in activities. As a result, children are not always encouraged and challenged to explore their ideas further.

What the setting needs to do to improve further

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

- provide more opportunities to raise children's awareness of people and communities that are different from themselves
- build on the existing examples of good teaching practice so that it is consistent throughout the provision and ensures the best learning experiences for all children.

Inspection activities

- The inspector had a tour of the setting to check the suitability of premises and the quality of resources.
- The inspector completed a joint observation of an activity with the manager.
- The inspector observed and assessed the quality of teaching and learning during indoor and outdoor activities.
- The inspector spoke to staff, parents and children throughout the session.
- The inspector held a meeting with the manager where she checked policies and procedures, including suitability of staff based on their qualifications and Disclosure and Barring Service checks.

Inspector

Mary Hacking

Inspection findings

Effectiveness of leadership and management is good

The manager and staff are appropriately qualified and all staff are trained in first aid. Staff understand their responsibilities for keeping children safe and know the procedures to follow if they have concerns about a child. They use well-organised and safe arrangements to collect children from a local school. Safeguarding is effective. The manager uses creative ways to ensure that self-evaluation is accurate and informed by children and staff. For example, children evaluate activities and routines by producing 'mind maps' and through a children's committee. This ensures that plans capture children's interests as well as addressing identified gaps in learning. Staff have lots of opportunities for training through their links with the school and the local authority. This means that practice is continuously improving. Staff share information with parents and schools in a variety of ways. For example, they share newsletters, display photos on a board in the provision entrance and share children's learning journals. This means that parents and school staff know the children's routines and what they are learning. Some staff in the provision also work in linked schools, which helps children to transition smoothly between settings.

Quality of teaching, learning and assessment is good

The manager is supported by the on-site school to offer a huge, well-equipped outdoor environment. Children use the outdoors to explore, learn about the natural environment and develop their physical skills. For example, they learn how to balance as they climb ropes, play football and use skipping ropes. Staff encourage children to be curious as they ask questions and discuss what they find in the garden. For example, during a bug hunt, children are asked to use magnifying glasses to look closely at insects. They describe the colours and shapes of bees and beetles. This helps to develop their language skills and increase their knowledge and understanding of the world. Children enjoy taking part in fun activities to promote their interest in mathematics. For example, they play noughts and crosses and dominoes where staff challenge them to use counting and sequencing skills. Children enjoy using fishing rods to hook toy fish in water. They talk about the colours, guess numbers and share ideas of how they can catch more fish. This helps to enhance their hand-to-eye coordination and communication skills. Children enjoy messy activities and sensory experiences. For example, they fill a tray with shaving foam and describe how it feels and smells.

Personal development, behaviour and welfare are good

Staff know all children well and are aware of any individual care needs, such as dietary requirements. Children discuss the foods they like and make links to home as they eat their meals. They are eager to engage in activities and interact well with their peers and other adults. Children are polite and use their manners during activities where they share and take turns. They learn to care for animals and attend to their needs. For example, children visit the hen garden with staff where they stroke the hens gently and show concern for their welfare. Children develop their self-care skills. They clear the table and wash their plates after meals. They are confident, independent and understand simple rules and routines. For example, children form a line, without instruction, as they wait for staff to begin the walk between schools.

Setting details

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| Unique reference number | EY541802 |
| Local authority | Wigan |
| Inspection number | 10090007 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children | 4 - 11 |
| Total number of places | 36 |
| Number of children on roll | 70 |
| Name of registered person | Play Pals Childcare Limited |
| Registered person unique reference number | RP541800 |
| Date of previous inspection | Not applicable |
| Telephone number | 01942 255406 |

Play Pals Childcare registered in 2017. The setting operates Monday to Friday from 7.30am to 8.50am and from 3.20pm to 6pm during term time. In school holidays it operates from 8am to 9am and from 3pm to 5pm, excluding the Christmas holidays and bank holidays. The setting employs 10 members of staff, six of whom hold relevant qualifications at level 2 or 3.

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