

Moss Side Village Playgroup

Moss Side Community Centre, Dunkirk Lane, Leyland, Lancashire PR26
7SN



Inspection date	24 May 2019
Previous inspection date	14 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 dedicated manager knows the pre-school well. She works effectively with her team to continually develop the pre-school and promote children's progress in all aspects of learning.
- Staff support children's independence and self-care skills. Children learn to manage their self-care independently and confidently complete simple tasks from a young age. For example, they pour their own drinks and butter their own toast at snack time. Children are also encouraged to change their shoes and put on their rain suits before going outside.
- Children form positive relationships with staff and this supports their emotional well-being. Staff are kind and nurturing to children and this helps new starters in particular as they settle into the setting and routine.
- The experienced staff confidently identify any children requiring additional support. They refer to other agencies effectively and work well alongside other professionals and parents and meet children's developmental needs.
- Staff support children's health and medical needs highly effectively. They closely monitor any children with specific medical requirements and ensure their needs are fully met.
- At times, during group activities, teaching is not always differentiated to ensure all children remain engaged and challenged.
- On occasions, teaching does not fully capture children's interests in order to build on and extend their learning.

What the setting needs to do to improve further

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

- review the organisation of group activities to ensure that staff are able to support children's individual needs most effectively
- make more-effective use of information about children's interests when planning next steps in learning.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors and assessed the impact this has on the children's learning.
- The inspector spoke to parents and considered their views.
- The inspector held a number of discussions with the manager and staff and she looked at relevant documentation and suitability checks.
- The inspector went on a tour of the setting with the manager.

Inspector

Vicky Armstrong

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a sound knowledge of signs and symptoms of abuse and the procedure to follow if they have a concern about a child's welfare. Staff are aware of their roles and responsibilities and this works effectively. For example, they all know who the designated safeguarding officer is and she contributes to staff meetings, focusing on the subject. Staff ensure the environment is safe. For example, they make regular risk assessments of the premises and work together to supervise children effectively. The manager uses supervision effectively to recognise good practice and highlight any training needs. She uses additional funding well to provide support for children. For example, funding is used to provide one-to-one support to children who need it.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan and provide a broad range of activities and experiences that help children to make good progress. Books are utilised effectively and readily available for children to access. Staff focus on a different story every half term and they provide related activities that promote the different areas of learning. For example, after listening to the story of 'Jack and the beanstalk' children estimate how tall they are using a height chart and tape measure. Staff have a sound knowledge of children's abilities and assess them well. They encourage parents to be involved in their child's learning and assessment. For example, an online assessment tool enables parents to contribute information about what children do at home.

Personal development, behaviour and welfare are good

The indoor playroom is well organised, providing an enabling environment, to support children's exploration. Children choose to play outside. They freely select their own activities and are able to access resources and equipment independently. Children are happy and behave well in the setting. They play alongside each other and learn to share resources and equipment. The key-person system is well established, and this leads to children becoming confident. For example, children confidently explain what happens during the daily routine. Staff create a warm, caring ethos where children are respected and valued. For example, staff listen to children's thoughts on how to build a tower outside as they work together.

Outcomes for children are good

All children make good progress from their individual starting points. Staff prepare children well for their next stage of learning and eventual move to school. For example, children use early mathematics at register time as they count how many children are in pre-school today. They develop good communication skills and are supported by staff using different strategies. For example, staff use simple sign language to communicate with children.

Setting details

Unique reference number	309394
Local authority	Lancashire
Inspection number	10064122
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	32
Number of children on roll	29
Name of registered person	Moss Side Village Playgroup Committee
Registered person unique reference number	RP904098
Date of previous inspection	14 October 2015
Telephone number	07561170378

Moss Side Village Playgroup registered in 1993 and is located in Leyland, Lancashire. It employs six members of childcare staff. Of these, five hold appropriate early years qualifications, which vary from level 3 to qualified teacher status. The playgroup opens Monday, Tuesday, Wednesday and Friday from 7.30am to 5.45/6pm, and Thursdays from 7.30am to 5pm, term time only. It provides funded early education for two-, three- and four-year-old children.

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