

Inspection of Mills Hill Playgroup

Mills Hill Baptist Church, Mills Hill Road, Middleton, MANCHESTER M24 2FD

Inspection date:

6 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a warm, welcoming environment where children are safe and secure. Children arrive and quickly settle and engage in a range of activities provided. Although staff are very caring in their approach and know children well, they occasionally do things for children that they could try to do for themselves. Staff plan a variety of activities that children are interested in. However, sometimes, the needs of quieter or less-confident children are overlooked during play and group activities.

Children eagerly follow their own interests and welcome staff into their play. For example, staff recognise interest in measuring and comparing the height of friends. Staff support children to use a tape measure and to recognise numbers. Staff talk to children about what they see them doing and introduce new words to help to extend their growing vocabulary. They ask questions to help broaden children's learning. However, some staff ask questions that are too complex and in rapid succession, which some children find confusing.

Although the manager offers staff supervision, there is room for this to be improved further. Partnerships with parents are effective. However, links with other settings that children attend are not strong enough to enable staff to work collaboratively to plan for children's future learning.

What does the early years setting do well and what does it need to do better?

- Staff observe and accurately assess children's progress. They use this information to quickly identify any gaps in children's learning. Staff work closely with outside agencies, when required, to ensure that children and their families receive the support they need. However, partnerships with other settings that children attend, particularly those children for whom the playgroup receives additional funding, are less effective. Staff have not found successful ways to share information about children's learning and development, to fully complement and support their continued progress.
- Staff provide parents with daily feedback and regularly update them about their children's experiences and achievements at the playgroup. Parents are asked for their views on the quality of service the playgroup provides and express their satisfaction with the care their children receive.
- The quality of teaching is variable. Some staff direct their teaching towards more-confident children when engaged in children's play and group activities. They overlook the needs of quieter and less-confident children. This means that some children are not consistently challenged to make the best possible progress. Furthermore, when challenging children to extend their learning further, some staff ask questions that are too difficult, one after the other. This

means that children are not always able to respond and demonstrate their thinking.

- Children have frequent opportunities to play outdoors and to explore the local community. For instance, they enjoy visiting local shops. This supports their growing understanding of the wider world. Furthermore, staff plan a variety of enrichment activities, such as sports activities with 'coach Richard'. Children enthusiastically join in football activities. They listen to instructions and behave well.
- Children are confident and eager to learn. Overall, they learn and develop skills to support them in becoming more independent. That said, some staff do not make the most of opportunities for children to extend their self-care skills and try to do tasks themselves. For example, rather than encouraging children to wipe their own nose or pour their own drinks, staff are too quick to help.
- The manager meets with staff regularly to discuss aspects of their role, and, more recently, children's progress. The manager conducts observations of staff as they work with children and identifies where staff would benefit from additional training. However, specific and precise targets that focus on improving staff's teaching skills are not consistently used to help staff to improve their teaching skills further.

Safeguarding

The arrangements for safeguarding are effective.

Staff have opportunities to keep their safeguarding knowledge up to date through initial induction and training. Staff understand their responsibilities to keep children safe and can identify the possible signs and symptoms that may indicate that a child is at risk of harm. They understand the procedures to follow in the event of any concerns about a child's welfare. Staff undertake daily checks of the indoor and outdoor environment to help to minimise risks and to ensure that it remains a safe place for children to play.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop the supervision of staff further and target precisely the individual teaching skills of staff that require improvement so that all staff provide the optimum challenge for every child in their learning	16/12/2019

support staff to improve the quality of teaching, targeting interactions and questions at the right level to provide sufficient challenge.	16/12/2019
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To further improve the quality of the early years provision, the provider should:

- review the organisation of some groups and activities so that the needs of quieter and less-confident children met effectively and consistently
- use all opportunities available for children to do things for themselves and develop their independence skills fully
- strengthen the links with other early years settings that some children also attend, to help promote continuity in their care, learning and development.

Setting details

Unique reference number	EY550183
Local authority	Oldham
Inspection number	10126896
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	Clarke, Debra
Registered person unique reference number	RP550182
Telephone number	07956 521902
Date of previous inspection	Not applicable

Information about this early years setting

Mills Hill Playgroup registered in 2017. The playgroup employs four members of childcare staff, including the manager. Of these, three hold early years qualifications at level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until midday.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The inspector observed the quality of teaching during activities indoors and evaluated the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The playgroup manager conducted a joint observation with the inspector.
- The inspector held discussions with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- Parents shared their views with the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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