

# Inspection of Milnrow Pre-School Playgroup

Charles Lane, Milnrow, Rochdale, Lancashire OL16 3NZ

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Inspection date: 3 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Friendly staff welcome the children as they arrive at pre-school confident and ready to learn. Children have good relationships with their key person. This helps them settle with ease and shows that they feel safe and secure. Staff make themselves available to talk to parents at the start and end of the sessions. They provide parents with meaningful information about their child's day. Parents praise the staff and the guidance they receive to help them support their child's learning at home.

Children benefit from starting the morning being physically active as they eagerly join in with a music and dance session. Staff have high expectations of children. They build on children's learning through providing interesting activities in their key groups. Staff are particularly successful in supporting children's communication and language development. They listen carefully, give children time to talk and model new vocabulary. Staff follow children's interest in a familiar story. They provide materials for children to build their own houses with different-sized blocks and bricks. Staff continue this outside where they build larger houses with bigger boxes and containers. This helps children to develop their coordination as well as their small and large movements. Children are enthusiastic to act out and recall different parts of the story in their play. They show that they are developing the skills for early reading. Children enjoy being creative as they select paints, glitter and crayons to decorate their bookmarks for World Book Day.

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

- Staff understand what they want older children to learn and provide activities that challenge them. Children show good levels of engagement, focus and curiosity. However, there are occasions when some younger children are not as engaged in their learning and planned activities. The organisation of the resources limits their options to follow their interests.
- Children join in with lots of singing and stories, which helps them to develop their language skills and learn new words. Older children enjoy group phonics sessions, such as the silly soup game. Staff invite them to add objects to the pot and say the initial sound of the object. This enables children to listen to and learn different letter sounds. Staff introduce children to mathematical language, such as big and small, which children learn to use correctly throughout their play.
- Managers and staff have high expectations for children's behaviour. Children have a good understanding of the pre-school rules and show this through their play and during group times. Children understand that they must walk inside, share and be kind. Children are respectful, showing care and consideration towards their friends and adults. Children learn how to keep themselves safe and manage risks. They recognise the risks of spilt water on the floor and help

to clean this up. Older children tidy up at the end of the session. They use brushes to sweep up the sand and put the resources back in labelled boxes.

- There is an effective toilet training programme in place which supports children well. Older children use the bathroom by themselves and routinely wash their hands with confidence and independence. The setting promotes the importance of dental hygiene. Children enthusiastically brush their teeth to a familiar song and confidently explain to visitors why they brush their teeth. Parents speak positively about this and how it encourages the children to brush their teeth at home. Older children enjoy weekly physical education sessions, which provide opportunities for them to practise dressing and undressing themselves.
- The manager has developed positive working relationships with parents, health visitors, therapists and local schools. This ensures that children, including those with special educational needs and/or disabilities, receive the support that they need. Staff plan activities which offer targeted support to children, such as singing children's favourite nursery rhymes and songs, using puppets to help those with speech and language difficulties. This helps all children to make good progress with their learning.
- The management team supports staff's ongoing training well. Staff access courses to help enhance their teaching skills, such as supporting boys' learning outdoors. Managers plan regular meetings which provide a time for staff to discuss any concerns. However, staff have not been supported to develop the highest level of knowledge and understanding of safeguarding procedures.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff ensure that children are well cared for in a safe environment. Staff and children complete risk assessments of the pre-school, including outdoors. Children are well supervised and cared for at all times. The recruitment, selection and induction procedures for staff are robust. The manager completes ongoing suitability checks of the staff. Managers and staff complete regular safeguarding training. The local authority's procedures are available for staff to refer to, should they have a concern about a child's welfare or the actions of adults working with children.

## What does the setting need to do to improve?

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

- focus ongoing professional development for all staff, to embed the highest level of knowledge and understanding around safeguarding reporting procedures
- develop the organisation of activities and resources to provide younger children with greater opportunity to access these independently and freely.

## Setting details

<b>Unique reference number</b>	316412
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10060329
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Milnrow Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP519538
<b>Telephone number</b>	01706 640 391
<b>Date of previous inspection</b>	6 November 2015

## Information about this early years setting

Milnrow Pre-School Playgroup registered in 1992. The pre-school employs 10 members of childcare staff, all of whom hold early years qualifications at level 3, 4, or 5, and one member of staff holds early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Fenwick

### Inspection activities

- The inspector completed a learning walk with the manager and discussed how the pre-school is organised and how the curriculum is delivered.
- The quality of teaching was observed by the inspector during activities and the impact of this on children's learning was assessed.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working at the pre-school.

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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