

# Inspection of Hope Methodist Church Playgroup

Hope Methodist Church, Oldham Road, Failsworth, Manchester M35 9AN

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Inspection date: 17 January 2022

## **Overall effectiveness**

## **Requires improvement**

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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**

Children do not consistently benefit from an ambitious enough curriculum, due to gaps in the leadership and management. Staff plan some activities for children. However, they are not always clear about what they want children to learn and why. As a result, children do not make the best progress possible. Activities are not consistently planned to build on what children know and can do. Nonetheless, they do show enjoyment and concentration in some activities. For example, children enthusiastically join in with a music and movement session. Their faces light up as they march, skip and move their bodies to the music. Younger children play with dinosaurs and pretend to cook food in the home corner, while some older children role play applying each other's sparkly make up ready to go to a 'party'.

Due to the COVID-19 pandemic, parents drop children off at the door. They are greeted by warm, caring staff, and children quickly settle to chosen activities. Children have strong attachments with their key person and share time with them during the session. The supportive staff ensure children are settled and happy. Children who are new to the setting are given time and encouragement to become familiar with playgroup routines. This supports their emotional development. Parents are very pleased that their children are cared for by familiar, friendly staff, and say that they enjoy their time at the playgroup.

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

- The newly appointed manager does not have sufficient knowledge and understanding of the requirements of the early years foundation stage. For example, they do not plan an ambitious curriculum to build on what children already know. Although children happily play with the resources and activities provided, staff do not have a clear understanding of what they are teaching children and why. Children are not consistently building on their skills and knowledge across all areas of learning, particularly the most-able children.
- The key-person system is very effective. This is a strength of the setting. Staff nurture and care for children, building strong relationships which support their emotional well-being. Children actively seek out their key person for support and comfort.
- Parents spoken to on the day of the inspection say that they are very happy with the care provided. There is a real sense of community, with one parent saying, 'I came here when I was little'. Others talk about older siblings previously attending the playgroup and say, 'It is like home from home'. Parents are given feedback about how their child has been during each session, and express that their children are happy and well cared for.
- Healthy snacks are provided, with choices of fresh fruit and toast. Children learn independence skills as they are supported to pour milk and water from small

jugs. Hygiene practices are effective and risk assessments ensure that children remain safe.

- Children's behaviour is generally good, and staff quickly intervene when needed. They explain to children about how others are feeling if they are upset. This encourages children to understand right and wrong. Staff focus on teaching children to share and take turns. Staff act as positive role models and say 'please' and 'thank you' when speaking with children.
- Children enjoy sharing books and listening to stories. Themed story baskets and a range of books give them opportunities to gain a love of reading. Staff encourage children to sing favourite songs. For example, children are keen during group time to pick a wooden spoon with familiar pictures on to indicate which song they would like to sing. This supports their communication and language skills as they build on their vocabulary.
- Children with special educational needs and/or disabilities are given the same opportunities as all children. The manager works with outside agencies to ensure that appropriate support for children with specific needs is provided, and works closely with their parents. This ensures that children benefit from their expertise to make progress.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to keep children safe. They know the procedures to follow if they have concerns about a child and how to refer to the local child protection team. The designated safeguarding lead demonstrates knowledge of what to do if there is an allegation against a member of staff. The manager is fully aware of safer recruitment procedures to ensure staff are suitable to work with children. Risk assessments ensure that the premises are safe for use and children are well supervised so they remain safe. For example, during snack, grapes are cut appropriately to reduce the risk of children choking.

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

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

	<b>Due date</b>
ensure the provider has a clear understanding of their roles and responsibilities in the recruitment of staff with the appropriate qualifications and knowledge to undertake their roles.	14/02/2022

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

- ensure that the curriculum intent is ambitious and well sequenced for all children, to consistently build on what they know and can already do
- provide support to staff to help develop their knowledge and implementation of the curriculum.

## Setting details

<b>Unique reference number</b>	EY555060
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10174724
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	24
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Hope Methodist Church
<b>Registered person unique reference number</b>	RP555059
<b>Telephone number</b>	07549627869
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hope Methodist Church Playgroup originally opened in 1992. It re-registered in 2018 following changes to the registered person. The playgroup employs three members of childcare staff, two of whom hold appropriate early years qualifications at a minimum of level 3. The playgroup operates each Monday to Wednesday during term time only. Sessions are available from 9.30am until 12.30pm and from 12.30pm until 2.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janine Tours

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a joint observation and evaluated staff practice.
- The inspector spoke to parents and considered their views.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector observed the quality of education provided and the impact on children's learning.
- Discussions were held with the manager and staff.
- The manager joined the inspector on a learning walk and talked about the intent of the curriculum.

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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