

Inspection of Raglan Road Pre-school Playgroup

The Scout Hut, Walton Park, 33 Raglan Road, Sale M33 4AW

Inspection date: 1 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children enjoy their time at this calm, friendly and welcoming setting. They choose to read books with friends. Children snuggle in the book area, recalling stories and retelling them to each other with great enthusiasm. Children explore the baby clinic, which has been set up by staff. They weigh the dolls, discussing if they are 'big' or 'little.' Knowledgeable staff join children as they put bandages on the dolls; they help children to think about how the 'babies' might feel. Children show care and concern for the dolls. They are learning about feelings, including those of others. Children are delighted when they find a feather. They giggle with excitement as they watch it float, then they blow it to make it travel further. Children play well together as they experiment, discussing what they are doing and how this affects the feather. They take turns to catch the feather. Behaviour is good.

Staff and children have close and loving relationships. Staff know children well, and they want children to progress, providing activities that interest them. They work closely with parents, sharing ideas for activities and resources to use at home, to further develop children's skills. Parents are incredibly happy with the setting. They give examples of the support they and their children receive from the 'kind, supportive and dedicated staff.' They say their children are safe, and they share how they see their children make progress in readiness for school. For example, children make progress in developing their social skills and recognising letters.

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

- The staff team is well established and works extremely well together. Communication between managers and staff is good, and staff feel well supported. Staff are well deployed, which helps children remain safe.
- Staff lead activities that support children's developing needs. Staff interact with children during their play and encourage progression of skills. For example, children complete jigsaws easily, and staff offer more complex puzzles, recognising that children need more challenge. However, staff have not recently accessed additional professional development. Managers and staff acknowledge that professional development would help them to explore strategies to further develop their teaching skills.
- Outside, children have the opportunity to develop their large-muscle skills as they use ride-on toys, run, jump and hop. Staff talk to children about their hearts beating faster as they run. Children develop an awareness of health and how their bodies work. Children follow good hygiene routines. They use tissues when needed and know to put them in the bin, and they wash their hands themselves. They learn about caring for themselves as they develop skills of independence.

- During free play, children can access a range of activities, both indoors and outdoors. Most children move around the areas, playing well. However, some children do not focus on an activity. For example, they lie on the floor or wander around. During these times, children are not engaged. However, for the most part, children have great fun. They play outside, painting toy houses. Staff support children to think about how to reach the roof. Children climb on small steps so they can reach. They are developing their problem-solving skills.
- Children's behaviour is generally good. Children are well supported by staff, who role model positive behaviour well. Children invite others into their play, and they help each other. For example, they work together to fix a track for the cars. Children are developing many social skills.
- Staff use several strategies to support children's developing language. For example, they repeat words to children and offer new words during songs and stories. Children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress. Managers and staff identify any gaps in development quickly. They maintain close partnerships with other professionals, and referrals are made to support children where needed. This early intervention supports children's learning and helps children to be ready for school.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their role and responsibilities in helping to keep children safe from harm. They know the signs and symptoms of abuse and what to do should they be concerned about a child's welfare. They undertake regular safeguarding training to keep their knowledge up to date. The managers and staff ensure that the setting is safe and free from hazards. Systems are in place so that children are well supervised at all times, and children cannot leave the premises unsupervised. All staff hold a current paediatric first-aid certificate. This helps staff to be prepared to respond appropriately should a child have an accident at the setting.

What does the setting need to do to improve?

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

- consider ways to strengthen interactions between staff and children during free play so that all children remain engaged in learning
- consider increasing professional development opportunities for staff, to sharply focus teaching strategies so that children make the best possible progress.

Setting details

Unique reference number	318669
Local authority	Trafford
Inspection number	10276126
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 at time of inspection	2 to 4
Total number of places	25
Number of children on roll	29
Name of registered person	Raglan Road Pre-School Playgroup Committee
Registered person unique reference number	RP522739
Telephone number	07932 793 093
Date of previous inspection	3 July 2017

Information about this early years setting

Raglan Road Pre-school Playgroup registered in 1965 and is in the Sale area of Greater Manchester. It is open Monday to Friday, term time only. Sessions are from 9am to midday and from midday until 3pm. There are currently five members of staff working directly with the children, all of whom have an appropriate early years qualification, and one holds early years teacher status. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to parents and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.

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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