

# Inspection of Park Road Playgroup

Park Road, SALE, Cheshire M33 6WX

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Inspection date: 24 February 2023

<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**

The philosophy of this playgroup, 'to help each child grow and make new friends' is what makes this playgroup so special. The children giggle and laugh when entering the setting and are happy and settled. Children form very strong attachments with their key persons which supports their emotional well-being extremely well. For example, children who are settling into the playgroup enjoy quality time and cuddles with their key person. This helps them feel safe and secure. Children show good care towards one another and talk about the telescopes they are making, 'look it's round and you can see me'.

Children have lots of opportunities to develop good physical skills. They exercise their large muscles when learning to climb and balance on the climbing apparatus. Children strengthen their small finger muscles, using scissors to cut out materials to glue on their banana shapes. Children's communication and language is supported well. Staff listen to children with interest and ask them questions during their play. For example, 'What colour is your fire engine?' and 'Can it drive fast?'. This supports the children to be confident communicators. The excellent key person's knowledge of the children means that any gaps in the children's learning and any specific needs are identified early.

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

- In the main, staff are extremely passionate about providing the best possible start for the children and their families. The children are at the heart of everything they do. The inspirational staff have a clear passion and dedication in providing the highest education learning opportunities for the children in the setting. They provide good care and support for the children and their families.
- Partnership working is very strong. Parents speak very positively of the playgroup and typical comments include that the playgroup has 'incredible and amazing staff who are supportive, friendly, and are like our family'. Parents all know who their child's key person is and parents are updated on their children's development through daily conversations and email.
- In the main, staff understand what children already know and can do and what they want children to learn next. However, this is not consistent across the nursery. Some staff are less successful in ensuring children are able master their current skills before moving on to more complex learning. As a result, some children become bored with activities they are unable to complete, impacting on their motivation and interest in their learning.
- Training is high on the agenda in this playgroup. Staff attend training based on the needs of the children, ensuring good impact. For example, staff have recently attended WellComm training in good support of children language skills. Working on development in aspects of oral language to support children with

English as an additional language and children with special educational needs and/or disabilities is a priority.

- Children consistently develop vocabulary to communicate in a language-rich environment. For example, the children enjoy playing with friends making a fire engine from soft play while wearing a fire person outfit. Children are confident communicators and engage in deep conversations with the staff and their friends.
- Children have access to a wealth of books. Staff read a variety of stories in the story corner and sing songs with the children throughout the day. For example, a member of staff reads 'Handa's Surprise' by Eileen Browne, and all children engage in listening and talking about the different fruits. This helps children to develop the love of books and essential listening skills to develop a joy of reading at an early age.
- Staff have high expectations for all children's behaviour. The children understand the routine of the day and when staff shake the tambourine for tidy-up time and snack, the children respond quickly. The staff use prompts and distraction to support some children, encouraging positive behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

Clear robust recruitment and vetting procedures ensure that staff working with children are suitable. Leaders and staff attend safeguarding training and understand the referral procedure. They know the possible indicators of abuse and understand safeguarding issues, such as the 'Prevent' duty, female genital mutilation and whistleblowing. Staff are also confident in taking action should they be concerned about a colleague or member of the management team. Nappy changing is undertaken in a way that protects children's privacy. Children using the toilet have a big and small toilet and use these independently. The premises are secure and well maintained, which contributes to keeping children safe.

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

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

- strength the implementation of the curriculum that provides children with play opportunities more precisely linked to the skills they need to learn next.

## Setting details

<b>Unique reference number</b>	318677
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10263314
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Park Road Playgroup Committee
<b>Registered person unique reference number</b>	RP902168
<b>Telephone number</b>	07926 078 766
<b>Date of previous inspection</b>	27 April 2017

## Information about this early years setting

Park Road Playgroup was registered in 1966. The setting employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until midday. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicky Martin

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, parents, and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- A joint observation was carried out by the inspector and the nominated individual.
- The inspector spoke with the manager about the leadership and management of the setting.

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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