

Inspection of Sandbach Heath (St John's) Playgroup

School Lane, Sandbach Heath, Sandbach CW11 2LS

Inspection date: 19 May 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 are happy in this nurturing playgroup. They bound in, full of excitement, and chat to each other as they independently hang up their coats. Staff members warmly welcome every child, with a personal greeting and a huge smile. Children demonstrate their prior learning and have a good understanding of the world. They discuss how vegetables rot and decay. Children eagerly observe this process in the classroom worm tank. Children are kind, compassionate and mature for their ages. They play and interact positively with each other. Children use good manners and follow the rules. Staff give children consistent praise; as a result children feel valued.

The management team and staff are extremely proud of the children. They clap, showing delight, when children master a new skill. This support helps children develop a positive attitude to learning. Staff recognise that children have experienced fewer opportunities outside of the home due to the COVID-19 pandemic. They ensure that children have lots of opportunities to learn about the local area. Children visit local farm shops and buy ingredients to bake with. They make cards and deliver these to members of the community. These activities help children to gain social skills and close the gaps in learning. Children consistently show that they feel secure in this nursery.

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

- The manager has a clear vision to ensure that children are ready to start school. She works hard to remove barriers to learning and ensures that no child is at a disadvantage. Staff know children exceptionally well and use their interests to plan meaningful learning experiences. Assessment is used effectively to identify what children need to learn next. Children enjoy learning new skills.
- Staff are enthusiastic and motivated. They are led by a passionate manager, who strives to provide the highest standard of care and education. The manager regularly monitors staff practice. However, feedback offered to staff does not always focus on enhancing their good practice to ensure that the highest quality of teaching is consistently achieved.
- Staff give utmost priority to helping children develop their communication and language skills. Children develop their vocabulary as they join in with fun action songs. Staff use correct language as they speak to children and narrate children's play. This helps children to become confident communicators.
- Children are physically active in their play. Outdoors, they work together to complete an obstacle course. This activity helps children to develop their physical strength and coordination. They show good control in their large movements as they climb on a beam and crawl across the floor. Children develop the strength in their hands as they cut with scissors and manipulate

dough. These activities help children develop the skills they need for the next stage of their learning.

- Children learn about the importance of healthy diets. They eat a variety of fresh fruit at snack time. Care routines are effective. Staff remind children to cover their mouths when they cough. Children wash their hands before and after mealtimes and after they use a tissue. Children understand healthy choices.
- The support that children with special educational needs and/or disabilities receive is a strength of the playgroup. The special educational needs coordinator takes every opportunity to develop her knowledge. External support is sought and partnerships with other agencies are effective. Staff work with parents to implement recommended strategies. This approach helps all children to make good progress.
- Reading is a fun activity at this playgroup. Children hear lots of stories throughout the day. Staff have created books in which all children are characters. These resources motivate all children to engage and enjoy books. Children take great pride as they read these books and excitedly point to their photos. Children feel a sense of belonging and are clearly developing a love of reading.
- Partnerships with parents are exceptionally strong. The manager has built a positive and respectful culture and ensures that all parents receive support and information. For example, staff provide a mixture of verbal feedback, photos and written reports. Staff have daily conversations with parents, giving ideas and suggestions that help them to understand how to extend and support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their roles and responsibilities to protect children from harm. They know the signs and symptoms of abuse and the procedures to follow if they are concerned. Staff understand how to refer any concerns beyond the leadership team. Leaders follow safe recruitment procedures. This means all staff are suitable to work with children. Staff are aware of pressures on parents, such as rises in the cost of living, which may also impact on children's welfare. Parents are provided with details of a range of organisations so that they know how to access any help they may need. This helps to support the well-being of children.

What does the setting need to do to improve?

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

- enhance arrangements to reflect on and monitor practice to ensure that all teaching is consistently of the highest standard.

Setting details

Unique reference number	305284
Local authority	Cheshire East
Inspection number	10285843
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	15
Number of children on roll	21
Name of registered person	Sandbach Heath (St John's) Playgroup Committee
Registered person unique reference number	RP524507
Telephone number	01270 761505
Date of previous inspection	20 October 2017

Information about this early years setting

Sandbach Heath (St John's) Playgroup registered in 2016. The playgroup employs four members of childcare staff. Of these, two hold a relevant early years qualification at level 6, two hold qualifications at level 3 and one at level 2. Two members of staff also hold early years professional status. The playgroup opens Monday to Friday, during school term time. Sessions are from 8.45am to 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out a joint observation of an activity and evaluated the effectiveness together.
- A sample of documentation was reviewed by the inspector, including records of staff's suitability and paediatric first-aid certificates.

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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