

Inspection of St Paul's Peel Playgroup

St Pauls Peel Church Hall, Manchester Road West, Little Hulton, Manchester,
Lancashire M38 9EA

Inspection date: 4 July 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Leaders have made significant improvements to the quality of the care and education since the last inspection. The cheerful noise of singing, talking and playing can be heard throughout the playgroup. Children separate from their parents and/or carers with support from staff. This means they settle into meaningful play as soon as they arrive. Children demonstrate confidence because staff provide a consistent routine. Through careful teaching, children learn that every day of the week has its own name. Staff now have high expectations for children's behaviour and contributions. Children prepare fruit for snack, tidy away their toys and place their rubbish in the correct bins. Children learn how to behave positively due to staff teaching them how to use manners and show respect. Children are kept safe because leaders and staff understand both their roles and the procedures for protecting children.

Children learn a range of knowledge, skills, and behaviours. For example, staff teach children how to grow plants such as lettuce, peas, and strawberries. Children dig holes in the soil, plant the seeds and care for them as they grow. Children enjoy tasting the strawberries they have grown as part of their healthy snacks. Older children are supported to become aware of the next step in their education journey. They listen to stories about starting school and try on uniforms to help them find out more about school life. The curriculum is varied and individualised so that children achieve well.

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

- Leaders have embraced external support to help them make improvements to the playgroup. The curriculum is now well designed to meet the needs of all the children who attend. Staff understand the learning goals for children. They monitor their progress and plan for individual learning to support good development. Staff carefully plan the environment. Because of this, all children make good progress from what they already know and can do.
- Children's behaviour and attitudes towards all they do are good. Staff teach children what the expectations are at playgroup. For example, at story time, children learn that they need to look and listen. Children are kind to one another and demonstrate control of their emotions. For example, when lots of children all want to get into the cardboard boat, they thoughtfully make room for one another.
- Staff understand the importance of teaching children how to communicate. The daily routine includes plenty of time for children to learn nursery rhymes, sing songs and look at books. This supports the development of new vocabulary and an awareness of rhythm and rhyme. Staff monitor children's speech, language and communication development. If there is a cause for concern, staff quickly

refer children for specialist support. As a result of these strategies, children are becoming more confident communicators.

- Healthy lifestyles are fully promoted. Staff work in partnership with parents to ensure that packed lunches contain only food and drink that support children's good health. Children show skill in holding and using toothbrushes effectively to maintain good oral hygiene. Children relish in helping to chop fruit and vegetables for snack. They keenly try all new foods with enthusiasm. A great deal of time is spent in the outdoor area. Children help to clear away fallen leaves using shovels and brushes, which develops their physical strength and coordination.
- Staff now meet regularly to reflect on their practice and identify areas for improvement. All staff have an individual performance plan. Staff say they feel well supported and valued by one another. However, some staff do not understand the new curriculum as well as others. This leads to some inconsistencies in staff teaching. As a result, occasionally children don't receive the support they need to join in with learning.
- Parents comment that they appreciate the warm and friendly welcome they receive from staff. They believe that their children make good progress, especially in their language development. Parents are kept informed about their child's learning. A monthly newsletter provides parents with ideas as to how they can support learning at home. Additionally, staff offer support to families to help them establish toilet training and attend routine health checks.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a suitable understanding of their responsibility with regard to protecting children. All staff have shown a determination to attend training and learn more about relevant child protection issues. Staff have a secure understanding of what to do if they are concerned about either a child's welfare or a staff member's behaviour. Staff ensure the premises are always secure. Allergies are carefully considered to ensure children only consume food and drink that is safe for them to do so. As a result, children are safe and well protected.

What does the setting need to do to improve?

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

- raise the quality of professional development further to build practitioners' knowledge of teaching and learning so that children always benefit from the ambitious curriculum.

Setting details

Unique reference number	307568
Local authority	Salford
Inspection number	10275898
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 3
Total number of places	23
Number of children on roll	23
Name of registered person	Tomlinson, Karen Marie
Registered person unique reference number	RP512298
Telephone number	0161 703 8700
Date of previous inspection	11 January 2023

Information about this early years setting

St Paul's Peel Playgroup registered in 1998 and is located in Salford, Manchester. There are five members of staff who work directly with the children. Of these, one holds an early years qualification at level 4 and two hold level 3 qualifications. The playgroup is open each Monday, Tuesday, Wednesday and Friday, from 9am to 1pm, during term time only.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the playgroup.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the playgroup.
- 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 manager and the inspector carried out a joint observation during story time.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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