

# Inspection of Castleton Playgroup & Afterschool Club

Castleton Cp School, Hillcrest Road, Rochdale OL11 2QD

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Inspection date: 10 November 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

Children show curiosity and enjoyment in their play as staff offer engaging activities that reflect their interests. Staff join in with children's play and praise them regularly. This helps children to feel safe and valued. Children behave well as staff demonstrate respectful interactions with children and each other. Children are learning to become more independent and are proud of their achievements. For example, staff encourage children to put on their own coats and brush their teeth. In addition, staff plan for challenging outdoor experiences utilising the shared school nursery space. This helps children to develop the skills that they need for successful future learning.

Staff model new words and interesting vocabulary and repeat back what children say. This helps children to develop a wider range of vocabulary. The manager recognises that some children need extra support with their language and communication skills. The staff work closely with the on-site children's centre to identify children with emerging speech and language challenges and put support in place to address these needs at an early stage. This is helping all children to develop skills they need to become confident communicators.

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

- Children with special educational needs and/or disabilities (SEND) are supported well. The manager is knowledgeable and works closely with other professionals and parents to identify emerging needs. She has implemented targeted learning plans that identify what additional strategies will help children with SEND to make good progress.
- The manager has developed a sequenced curriculum to focus on building the skills children need for the next stage in their learning. For example, children's fine motor skills are promoted. Children strengthen their small hand muscles as they use tweezers and tongs to pick up small-world minibeasts from a sensory tray. Older children build dexterity when trying to zip up their own coats. This helps to prepare them for later writing.
- Staff plan creative activities for their adult-led group times. Children enjoy taking part in a drama session that encourages their language and imagination. Children giggle and scream with delight as they 'cross over the crocodile bridge'. However, staff do not always ensure that the learning is purposeful and tailored to meet all children's needs at varying stages of their development. This means that not all children are fully engaged during these times.
- Children take part in a variety of different activities in the wider, shared outdoor space. They are physically active as they run, cycle, balance and climb. Staff also promote regular toothbrushing and talk to children about healthy foods when sharing their snack together. Children are learning how to keep themselves

healthy.

- Parents share their praise for the manager and staff at the nursery. They report that the manager is always responsive to the needs of parents. Parents report how they have been supported to feel safe and secure with the robust nursery policies and information and advice that is shared. Parents value the regular information that they receive about their child's experiences and how they can support their learning at home.
- The manager and staff work well together as a team. Staff state they feel valued and have supervisions to discuss training needs and their well-being. Staff value the training opportunities that the manager identifies for them. However, supervision processes do not always link together to fully evaluate the effectiveness of training to ensure the consistency of staff knowledge and practice.
- Staff support children to develop their independence skills. Children collect their own packed lunches and brush their own teeth after they have eaten. Children happily engage in wider responsibilities such as tidying the home corner. Staff encourage children to 'have a go first', which boosts their confidence and promotes the skills they need when they go to school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular training to help them understand their duties in relation to safeguarding. They know the signs and symptoms which suggest a child is at risk of harm. Staff know the reporting procedures to follow if they have a concern about a child's safety. Staff have sound knowledge of first-aid procedures so that they can respond in the event of a medical emergency. Discussions take place with the children about the importance of chewing food well and cutting grapes in half to prevent the risk of choking. Staff reflect on further information they want to share with parents about keeping their children safe online.

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

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

- strengthen existing supervision processes to identify any gaps in staff knowledge and target training and development more precisely
- support all staff to adapt their teaching to help maintain children's interest and engagement in group-time activities.

## Setting details

<b>Unique reference number</b>	EY493247
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10295251
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Castleton Playgroup Community Interest Company
<b>Registered person unique reference number</b>	RP534868
<b>Telephone number</b>	07751293426
<b>Date of previous inspection</b>	1 December 2017

## Information about this early years setting

Castleton Playgroup & Afterschool Club registered in 2015. The playgroup employs four members of childcare staff. Three staff hold a relevant qualification at level 3 and one has an existing National Nursery Examination Board qualification. The playgroup is open during term time, Monday to Friday. Sessions are provided between 11.45am and 2.45pm. The playgroup provides funded early education for two- and three-year-old children.

## Information about this inspection

**Inspector**  
Jenny Smillie

## 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 completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the manager and discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector spoke to parents during the inspection and took account of all views.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff and 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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