

Inspection of The Vine Playgroup

St Chads Parish Church, Hazeldene Road, New Moston, Manchester M40 3GL

Inspection date: 17 November 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 arrive happily at the pre-school, with friendly staff ready to greet them. They confidently wave goodbye with smiles to their parents and rush to staff for cuddles. Staff focus on supporting children's emotional well-being. For example, key persons offer sensitive interactions to help support children who require additional reassurance to settle. Strong relationships are at the heart of everything they do. Staff build exceptionally close bonds with the children. This helps children to feel very safe and secure.

Staff consistently model high expectations of children. Children know exactly what is expected of them and treat each other with respect and kindness. This contributes positively towards children's happiness and emotional well-being. For instance, children cooperate and support each other during routine times. At tidy-up time, older children act as good role models as they help younger children tidy the toys away. Behaviour is excellent and is clearly reinforced through positive praise from staff.

Staff sing to children throughout their play. They use rhyming words and different tones of voice. For example, staff whisper instructions to encourage active listening. This helps children to learn to tune into sounds in words, which supports their communication and language skills.

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

- Children are supported to be physically active and use their whole body for play. For example, children confidently manipulate play dough as they squash, squeeze and pinch it. Staff further extend children's fine motor skills as they introduce pipe cleaners, scissors and straws for them to use with the dough. Staff provide opportunities for children to develop their gross motor skills, both inside and outside. Children balance and climb on the indoor apparatus and use tricycles and bicycles outside. This helps children to develop their big muscles.
- The playgroup buzzes with rich communication. Staff talk with children about their experiences of Halloween and Bonfire Night. Children openly communicate their feelings with staff. They talk about feeling scared of the loud bangs and how they carved 'dark, scary faces'. Staff demonstrate empathy and this is embodied by children. For example, children comfort their friends as they share their feelings.
- Staff consistently support and scaffold children's growing independence. Children select their own snack, spread butter and cheese on crackers and pour drinks for themselves. Children know how to keep themselves healthy. For example, they tend to their self-care needs as they wipe their noses and put the tissues in the bin. This supports children to be prepared as they move on to school.

- The manager and staff work very well with parents and other professionals. They share appropriate information to promote children's welfare and development and enable their families to receive relevant support. This supports children who are vulnerable and those with special educational needs and/or disabilities (SEND) to make good progress.
- Staff teach children about the world around them. Children explore different cultures through books, imaginative activities and festivals. They play with real and authentic items such as telephones and laptops. However, staff do not support children's understanding of online safety. As a result, children do not learn how to keep themselves safe when using the internet.
- Children's behaviour is exemplary and they understand staff expectations of them. Staff provide children with the skills and knowledge to manage situations independently. For example, children are taught how to resolve conflicts. Staff also show children how to treat others and their environment with respect. This means disputes are rare and children begin to understand their friends' thoughts and feelings.
- Staff plan rich, varied and meaningful activities. The well-designed curriculum supports all children to reach their targets. Staff build on the prime areas and use children's interests to plan their next steps in learning. Staff consult with children on what topics they want to explore. For example, children enjoy sharing their favourite toys and choose to focus on toys that move, such as scooters, cars and bicycles. Children's knowledge, skills and understanding are well embedded because they are absorbed in learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff regularly refresh their knowledge and maintain an up-to-date understanding of safeguarding. Every member of staff is trained as a designated safeguarding lead. Staff understand their role in contributing to children's safety. For example, they conduct risk assessments of the building facilities and have procedures in place to keep children safe. They know how to recognise possible signs of abuse or neglect in children and understand how to report any concerns to the relevant professional. Staff are also clear about how to report any concerns or allegations against other staff members.

What does the setting need to do to improve?

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

- enhance the curriculum to include opportunities for supporting children's understanding of online safety.

Setting details

Unique reference number	500211
Local authority	Manchester
Inspection number	10301428
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	2 to 3
Total number of places	25
Number of children on roll	18
Name of registered person	O`Hara, Kath
Registered person unique reference number	RP512878
Telephone number	0161 688 0300
Date of previous inspection	11 January 2018

Information about this early years setting

The Vine Playgroup registered in 1993. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Smillie

Inspection activities

- This was the first routine inspection the playgroup 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 talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector spoke to parents during the inspection and took account of all views.
- The special educational needs coordinator 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 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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