

Inspection of The Park Playgroup

Old Trafford Youth Centre, St Hildas Road, Manchester M16 9PQ

Inspection date: 11 December 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

Staff offer a welcoming and stimulating learning environment where children feel happy and safe. Staff recognise that some children may be overwhelmed by the busy atmosphere of the playgroup. As such, they use calm areas where children benefit from one-to-one attention. Children spend time exploring sensory resources in a well-equipped room. Children request favourite songs. They sing as they complete actions, smiling and laughing to demonstrate their enjoyment. Staff build children's confidence. They know all the children extremely well. This is evident in the close bonds they share. Staff celebrate every achievement children make. This helps children to become confident learners who embrace new skills.

Staff provide many opportunities for children to develop their communication and language skills. For instance, staff support children in small groups to develop their listening and attention skills and their speech. Staff also use good questioning techniques to extend children's language and thinking skills. Children demonstrate their good communication as they add narratives and storylines to their role play. Children are able to participate in two-way conversations. Staff create a range of activities and interesting resources to support children's learning. Children show delight as they explore and create different sounds with musical instruments. Staff consider children's existing skills and plan for what they want them to learn next. They consider children's backgrounds and home environments to ensure that they fully understand their prior experiences.

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

- The committed manager is well supported by a strong leadership team. Leaders have developed a consistent staff team. Staff receive targeted training, which has a positive impact on the quality of care and learning provided for children. Staff are motivated, enthusiastic and well supported by leaders. Staff feel valued within their roles.
- The special educational needs coordinator (SENCo) is dedicated and committed to her role. She supports staff to use assessment to help identify any emerging concerns. Close partnership working with parents and professionals has been established. The nursery is highly inclusive and caters for all children's needs, including those with special educational needs and/or disabilities. All children make good progress from their starting points.
- A strength of the nursery is the way in which staff support children and families who speak English as an additional language. Staff use words in children's home language to help develop their ability to communicate their needs and build on their understanding of new words. For example, during circle time, staff offer children milk or water to drink and speak Gujarati to support children's choice and understanding. The manager supports families by translating documents to

enable communication.

- All staff are effective in helping to build children's emotional resilience. They are warm and attentive to the children's needs. Children are praised when they display positive behaviour. For example, children stop and tidy up when staff sing a familiar song. This helps children to follow instructions well and promotes their good behaviour.
- Staff promote children's oral health and good hygiene practices. For example, children understand the importance of washing their hands before mealtimes. Staff support children to brush their teeth after lunch. As such, children learn the importance of leading a healthy lifestyle.
- Staff know children's next steps in their learning. They support children well to build positive attitudes to learning. However, occasionally during free play, staff do not consistently meet children's individual needs. For example, children who are less familiar with the routine struggle to transition between free play and structured activities. This makes it hard for them to participate fully in all of the opportunities available.
- Staff provide children with good opportunities to explore beyond the playgroup. They regularly take children for nature walks, collecting items of interest to use and talk about. They also visit the local library to explore a wider selection of books. This helps to develop children's love of books further.
- Partnerships with parents and carers are strong. Staff use information from parents and during home visits to engage in meaningful conversations with children. This helps to develop their self-confidence. Parents enjoy regular updates on their children's progress and value the way in which staff develop nurturing relationships with their children.
- Leaders create a culture of respect for staff, children and the wider community. They offer invaluable services for the local families. For example, they host coffee mornings and distribute food the children have grown from their allotment. These awareness programmes give children a positive sense of their own place in the community as they learn how to support others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff fully understand their roles and responsibilities for keeping children safe. Staff have a good understanding of the procedures to follow if they are concerned about a child's welfare. Leaders understand the correct procedure to follow if there are allegations made against staff. The playgroup has implemented a community accessible 'bleed control kit'. This means that should a serious incident occur they can meet the needs of children and the community. Staff carry out thorough risk assessments throughout the day and ensure the premises are safe and secure. Recruitment processes are robust. These measures help to keep children safe from harm.

What does the setting need to do to improve?

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

- support staff to understand what leaders intend children to learn during daily transition times to help children participate in all the playgroup has to offer.

Setting details

Unique reference number	EY489424
Local authority	Trafford
Inspection number	10308471
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 4
Total number of places	50
Number of children on roll	33
Name of registered person	Carding, Jill
Registered person unique reference number	RP910629
Telephone number	07516697365
Date of previous inspection	20 March 2018

Information about this early years setting

The Park Playgroup registered in 2015. It is situated in Old Trafford, Manchester. It employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The playgroup opens Monday to Friday, term time only. Sessions are from 8am to 2.50pm. The playgroup provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the nursery 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the playgroup.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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