

# Piglets Playgroup

9th Sale Scout Group, The Scout Building, Budworth Road, Cheshire, M33 2RP



## Inspection date

15 June 2015

Previous inspection date

24 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Partnerships with other professionals are effective. This ensures the children with special educational needs and/or disabilities have their care and learning needs consistently met.
- Good relationships with parents and effective communication strategies ensure they are kept fully up to date about their child's progress and learning needs.
- Staff observations are clear and precise, and robust monitoring and tracking of children's progress by the manager ensures children's individual needs are well met.
- Staff are positive role models. They model appropriate language, and provide consistently clear messages to children about appropriate behaviour. As a result, children behave very well.
- Staff benefit from regular supervisions with the manager. They attend relevant training and this supports them in improving their practice. This promotes quality learning experiences for children.
- Staff spend time arranging the environment before children arrive so that it is welcoming, inviting and reflects the interest of the children. As a result, children benefit from enjoyable experiences that promote their overall development and they make good progress from their starting points.

### It is not yet outstanding because:

- Staff do not always support children's understanding or fully prepare them for changes in the routine, in particular those children with special educational needs and/or disabilities.

## What the setting needs to do to improve further

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

- review how the routine is organised so that children, including children with special educational needs and/or disabilities are fully prepared for and understand change.

### Inspection activities

- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector took account of parents' comments on the day of the inspection.
- The inspector observed activities in the indoor and outdoor area.
- The inspector looked at children's records, planning documentation and a range of other documentation; including policies and procedures, and staff qualifications.
- The inspector checked evidence of the suitability of the staff and qualifications.

### Inspector

Helen Gaze

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Qualified staff demonstrate a good understanding of how to meet the learning and development requirements. Children develop good communication and language skills, including children who speak English as an additional language. They are articulate and confident speakers. This is because staff use effective teaching strategies during their interactions with children. Staff pronounce words clearly and talk to children as they play. The outside area is laid out imaginatively and is popular with children. As a result, children choose to be outside during the morning session and are, generally, engaged in purposeful play. For example, children play in the water tray; pouring and filling with containers and bottles. Staff add bubbles to the water and encourage children to observe what is happening as they float away in the wind. As a result, children become curious about the world around them.

### **The contribution of the early years provision to the well-being of children is good**

Children have formed close attachments with the staff due to a highly effective key-person system. Secure routines help children to feel safe and they feel confident to explore. However, children, particularly those with special educational needs and/or disabilities are not always fully supported to understand changes in the routine. For example, they are not always given a timely warning for snack time and this means that some children choose not to participate and they do not get to sit in their regular chair at the table. Staff provide a good range of resources to enable children to make independent choices about their play and activities. As a result, children develop good independence skills in preparation for future learning and for school. Children learn about healthy lifestyles due to the good provision available for planting their own vegetables in the garden. Children enjoy tasting their produce during snack time and this helps them to develop a secure understanding of growth and of the foods that are good for us. Children enjoy daily access to fresh air and exercise. They develop positive attitudes to being outdoors as they dig for worms and confidently use the climbing equipment.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager has a secure understanding of the safeguarding and welfare requirements. She has a good range of policies and procedures in place, including safeguarding and risk assessment. This ensures that children are kept safe during their time at the playgroup. The manager and staff are clear about the action to take should they have any concerns about children's welfare. The manager is committed to continually evaluating the service she offers to children and their families. She discusses her improvement plans with staff, parents and the advisory teacher from the local authority. As a result, recommendations raised at the last inspection have been fully addressed. This results in children having high-quality learning experiences at the playgroup.

## Setting details

<b>Unique reference number</b>	EY414253
<b>Local authority</b>	Trafford
<b>Inspection number</b>	851504
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Sarah Anne Austin
<b>Date of previous inspection</b>	24 November 2010
<b>Telephone number</b>	07749 704799

Piglets Playgroup was registered in 2010. The playgroup employs five members of childcare staff. All of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The playgroup supports children who speak English as an additional language, and children with special educational needs and/or disabilities.

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