

# Norden Play Group

NORDEN CP SCHOOL, Shawfield Lane, Rochdale, OL12 7RQ



## Inspection date

29 February 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Care practices effectively promote children's physical and emotional well-being. Teaching by staff places an emphasis on children developing confidence, emotional security and self-care skills, in readiness for their next steps in learning.
- Children make good progress from their starting points, including children who speak English as an additional language. The playgroup staff monitor children's learning closely in order to identify any emerging difficulties and address these quickly.
- The manager and staff initiate innovative approaches which help parents to become highly involved in monitoring their children's learning. Parents contribute to establishing their children's starting points in learning and receive regular, detailed updates about their progress. The playgroup provides information and resources to help parents promote their children's health, safety and learning.
- The playgroup has well-established partnerships with other settings and agencies. Effective use is made of the close links with other settings. This supports continuity of children's learning and their emotional well-being when they move on from the playgroup.
- Staff and the manager reflect on the provision to help maintain a good standard of provision for children's care and progress. They have high expectations for children and strive to improve the service they provide to promote these.

### It is not yet outstanding because:

- The staff sometimes miss opportunities to support children to decide how to solve simple problems and to talk about their ideas.
- Systems for monitoring staff practice are not fully developed to help them build further on their good teaching skills.

## What the setting needs to do to improve further

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

- improve opportunities to build further on the existing good practice that promotes children's critical thinking and their speaking skills
- sharpen the precision with which staff teaching is monitored and support continuous improvement in their practice.

### Inspection activities

- The inspector viewed the areas of the premises used by children.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector and the manager carried out a joint observation of teaching.
- The inspector held meetings with the manager and a representative from the local authority.
- The inspector looked at relevant documentation, such as the plans for improvement and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection to gain their views and also spoke to children and staff at appropriate times.

### Inspector

Jennifer Kennaugh

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager, staff and volunteer have a secure knowledge of how to identify and report any concerns they may have about children's welfare. There are robust procedures for recruiting and inducting staff, and children are cared for by suitable adults who have enthusiasm for their work. Staff make effective use of the knowledge and skills gained from their qualifications and experience to promote children's learning and well-being. Parents' views are regularly sought in order to help tailor the provision to their children's needs. They are consulted about possible changes within the playgroup and their views are taken into account as part of the drive for continuous improvement. The playgroup's effective partnerships with parents help to make a strong contribution to children's good progress.

### Quality of teaching, learning and assessment is good

Children make rapid progress in learning to listen and taking turns in small groups. Staff frequently organise activities that promote these skills. Staff also make effective use of children's imaginative play, overall, to extend their vocabulary. Children have daily opportunities to listen to stories and experience rhyme and rhythm. A range of accessible resources is offered to help children practise making marks. These activities contribute to children gaining the skills needed later for learning to read and write. Children make good progress in developing their knowledge and understanding of numbers, relative size and shapes. Resources are easily accessible to children, which helps to promote their independence and creativity. Staff use children's interests to help to motivate them to learn. Children learn about diversity in the local and wider community and they develop a respect for others who are not in their immediate family and experiences.

### Personal development, behaviour and welfare are good

Children's initial attendances at the playgroup are effectively managed with their parents in order to support their emotional and physical well-being. They learn about the foods which contribute to a nutritious diet, as well as the importance of exercise in a healthy lifestyle. Children have good opportunities to take small, well-managed risks while developing their coordination and strength. Staff use a range of strategies which helps to motivate children to develop good self-care skills and be kind to others. Children learn effective routines for maintaining good hygiene. They are encouraged to be independent when managing their belongings as part of gaining the skills needed for school. Children have opportunities to share small tasks, so that they learn the satisfaction to be gained by helping others. A variety of interesting activities is provided by staff to raise children's awareness of how to stay safe.

### Outcomes for children are good

Children make good progress in readiness for their next steps in learning. They develop self-care skills and learn how to maintain their good health. Children quickly gain confidence and independence. They behave well and are learning to respect others.

## Setting details

<b>Unique reference number</b>	EY476276
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	973794
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Norden Play Group Community Interest Company
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07743264841

Norden Play Group registered in 2014 and operates on weekdays from 8.45am until 11.45am during term time only. The playgroup employs four staff, including the manager. Of these, three hold relevant qualifications at level 3 and one holds level 2. There is also a part-time volunteer who is qualified to level 3. The playgroup provides funded early education for two- and three-year-old children.

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