

# Footsteps St. Andrew's Church Playgroup

Graves Street, Radcliffe, Manchester, M26 4GE



<b>Inspection date</b>	21 January 2016
Previous inspection date	23 January 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- Staff have a clear understanding of individual children's learning needs. This supports effective planning and ensures that children have opportunities to build on previous learning. All children are making progress from their starting points.
- A caring and nurturing environment encourages children to develop secure attachments with their key person. This helps to support children's emotional well-being.
- Partnerships with parents are successful. Staff use various strategies to engage parents and share information to support children's learning at home. Parents highly praise the care and learning their children receive.
- The leadership team has a clear drive for improvement. Targeted action plans identify and address priorities for improvement. Monitoring of staff's performance ensures the quality of teaching is consistently improving.
- Regular supervisions ensure that staff are sharing and increasing their knowledge and skills through training and performance management. These are used to enhance the quality of teaching.

### It is not yet outstanding because:

- Staff do not always make the most of learning opportunities to extend children's critical-thinking skills.
- Partnerships with some local settings are not fully established to consistently share information and further support children.

## What the setting needs to do to improve further

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

- enhance learning opportunities for children that help them to develop their critical-thinking skills
- strengthen partnerships with local settings which children also attend and promote continuity of care and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed this.
- The inspector spoke with some parents, children and staff and took account of their views.
- The inspector looked at children's records and a range of other documentation, including policies, action plans and evidence of suitability.
- The inspector held a meeting with the manager.

### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures are reviewed regularly. Staff carry out daily safety checks and maintain close supervision to help ensure children can play in a safe environment. Staff are aware of the procedures to follow if they have concerns about a child's welfare. The leadership team takes into account the views of staff, parents and children to support self-evaluation of the provision. Staff reflect on daily practice; one way they have done this is through the introduction of peer observations. New systems for tracking and assessing children's development are helping to monitor their progress and identify any gaps in learning. The needs of individual and groups of children are well supported. Partnerships with other agency professionals are good and provide continuity of learning for children with speech and language needs at home and in the setting.

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

Staff are experienced and have a good understanding of children's needs. Learning experiences complement children's interests and next steps. For instance, staff plan activities around a recent interest in a story. Children enjoy creative play as they build small houses using materials, such as water and sand, and link them to the story. Children continue their ideas as they use the playhouses to re-enact the story. Staff skilfully support and extend children's play. They are given opportunities to make independent choices in their play and have easy access to high-quality resources. Stimulating activities help children make links to their learning. One example of this is when they experiment with melting ice and connect this to learning about winter weather. Children use their imagination during creative activities. On one occasion, they use various materials to symbolise winter in their pictures. Activities provide children with fun and exciting learning experiences. Their language development is well promoted through various teaching strategies. For example, staff engage children in meaningful conversations to help extend their vocabulary.

### Personal development, behaviour and welfare are good

Children have a clear understanding of expectations for behaviour and are supported by staff who are good role models. Children are encouraged to share, take turns and help tidy their environment after play sessions. Staff praise children when they exhibit positive behaviour. Children are developing a good understanding of keeping themselves safe during play. Staff are vigilant in their supervision of children and gently remind them about safety. One example is reminding children to use their walking feet indoors. Children are given nutritious snacks and drinks. Staff talk to them about how healthy foods can help them grow big and strong.

### Outcomes for children are good

Children are learning to be independent and developing their confidence. They make good progress from their starting points and develop the key skills they need for the future. These help prepare them for their next steps in learning and their gradual move to school.

## Setting details

<b>Unique reference number</b>	316846
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1004950
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Footsteps - St. Andrews Church Playgroup Committee
<b>Date of previous inspection</b>	23 January 2015
<b>Telephone number</b>	07967 714 534

Footsteps St. Andrew's Church Playgroup was registered in 1994. It operates from a pre-fabricated building located in the grounds of St. Andrew's Primary School in the Radcliffe area of Bury. The pre-school opens from 9am until 3.45pm Monday to Thursday and from 9am until 12.30pm on Fridays. The pre-school employs 10 members of staff, nine of whom hold appropriate early years qualifications at level 3 and one at level 2.

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