

# Ladybarn Community Playgroup



Ladybarn Community Centre, Royle Street, Fallowfield,, Manchester, M14 6RN

**Inspection date** 26 April 2018  
Previous inspection date 16 May 2014

<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
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

- Children enjoy attending the playgroup. The key-person system is effective. Staff spend time getting to know their key children well. Staff plan precise next steps for children's individual stage of development and share many examples of how parents can support learning in the home environment.
- Children have a good understanding of their local community. They relish the opportunities to visit local parks with staff and their families, and take part in wider community events.
- The manager reflects on the service offered to children and families. The manager encourages children and families to contribute ideas and suggestions on how to further improve the provision.
- The manager has developed good links with the local authority and other professionals working with families. These links are used well to provide children with additional support at the very earliest opportunity.
- Children behave well. They learn how to share, take turns and consider the views of others. Staff are positive role models for children and they provide children with regular meaningful praise and encouragement.

### It is not yet outstanding because:

- Staff do not consider opportunities that arise to further support children's emerging knowledge about letters and sounds.
- Occasionally, staff do not make the most of naturally occurring opportunities to support and extend children's understanding of quantities and numbers.

## What the setting needs to do to improve further

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

- support children even more to enhance their emerging understanding of the sounds that letters represent
- provide more opportunities to promote children's understanding of mathematical concepts, such as quantity and numbers.

### Inspection activities

- The inspector spoke with several parents during the inspection and took account of their views.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and sampled a range of documentation, including policies, children's records and evidence of staff suitability.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.

### Inspector

Ms Alison Hobbs

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager demonstrates a clear understanding of her safeguarding role and responsibilities. Staff are committed to the future development of the provision. They access regular training opportunities to develop their knowledge and skills. Staff are kept up to date with regular supervision sessions and peer observations. Staff are confident in the procedures to follow should they have a concern regarding a child's welfare. The manager completes regular risk assessments to ensure the playgroup is safe and security arrangements in place are robust. Effective systems are in place to monitor children's attendance. This helps the manager to identify and act on any concerns about a child's welfare. The manager tracks the progress of individual children and groups of children well. She uses this information to identify gaps in learning and plan targeted support for children.

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

Staff work well with parents and they share observations and assessments regularly sharing the progress children make. Overall, children are provided with a stimulating environment, indoors and outdoors. Children arrive eager and ready to start their day. They are fully engaged in planning the daily routine. Parents comment that staff work well with other agencies to support children who speak English as an additional language and provide additional support as children move on to school. The manager has developed procedures to assess the quality of observations and assessments, and identifies areas for future development and training. Consistent daily routines are in place and this helps to promote children's learning. For example, when children hear staff clapping they know the activity has finished and they are encouraged to help tidy away.

### Personal development, behaviour and welfare are good

Children are well behaved and they are motivated and keen to learn. Staff take time to speak with children during their play and provide a narrative for their play. Children form strong bonds with staff who provide a safe and secure learning environment. This helps children to develop confidence and a sense of belonging. Parents share their positive experiences and note that this helps children to settle quickly and make good progress. Children access resources independently and choose what they would like to play with. Staff ensure they are nearby to encourage children to have a go and try new experiences. Staff provide children with many opportunities to consider healthy eating and lifestyles. For example, during snack time staff discuss ingredients and health benefits of the snacks provided, and encourage physical exercise in the outdoor spaces.

### Outcomes for children are good

Overall, children make good progress in their development. Children who have special educational needs and/or disabilities have detailed support in place and parents comment on the support they receive from staff. Children are well prepared for the next stage in their learning. They are confident and sociable, and show good levels of independence.

## Setting details

<b>Unique reference number</b>	EY402691
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1088096
<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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Lynn Gardner
<b>Registered person unique reference number</b>	RP909206
<b>Date of previous inspection</b>	16 May 2014
<b>Telephone number</b>	07563768055

Ladybarn Community Playgroup registered in 2010. It is open Monday to Friday, during term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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