

Play Pals Childcare (North West)



Hindley Green Cp School, Thomas Street, Hindley Green, WIGAN, Lancashire, WN2 4SS

Inspection date	13 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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		Not applicable	

Summary of key findings for parents

This provision is good

- Care practices promote children's physical and emotional well-being effectively. Children behave respectfully to others and are encouraged to use good manners and develop their self-care skills.
- Staff operate an effective key-person system and children show secure emotional attachments to staff. Parents comment positively on the provision for their children's well-being and how much their children enjoy attending the setting.
- Staff provide a wide range of activities that helps children to relax and enjoy their time before and after the school day. Children enjoy gaining new skills, which contributes to their good self-esteem and motivation.
- Staff and managers observe children's play closely to establish how they can complement children's learning at school. They have a strong partnership with the host school staff. Together they frequently monitor children's well-being and achievements.

It is not yet outstanding because:

- Exchange of information with settings that children attend away from the host site is not as good as the information shared for children attending the host school.
- Staff and managers have not built on the existing opportunities for children to think and talk about how they can make an even greater contribution to the improvement and organisation of the provision.

What the setting needs to do to improve further

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

- strengthen the existing links for sharing information and promoting continuity with other settings that children attend which are not on the host school site
- build on existing opportunities for children to engage in more discussions about how they can further contribute to the organisation and improvement of the setting.

Inspection activities

- The inspector viewed the areas of the premises used by the setting.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector completed an observation of staff practice with the manager.
- The inspector looked at relevant documentation related to the provision for children's welfare, progress and activities, along with evidence of checks on the suitability of those working on the premises.
- The inspector and the manager discussed how continuous improvement is promoted in the setting. The inspector spoke to staff and children as appropriate.
- The inspector spoke to two parents to gain their views about the setting and looked at relevant documents.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment and induction procedures for staff are robust, underpinning the good provision for children's welfare. Checks are made regularly on whether staff continue to be suitable to work with children. Staff and managers demonstrate a comprehensive knowledge of the procedures for reporting any safeguarding concerns about children to the relevant professionals. The manager checks regularly that staff retain the knowledge needed to carry out their roles and responsibilities to a high standard. Parents' views are used to help drive forward continuous improvement in the quality of provision. For example, parents commented that they would like more daily information about their children's welfare and the activities they take part in. The manager provided coaching for staff about the importance of effective communication with parents to help improve this aspect of practice. Staff are offered regular opportunities to contribute their ideas about practice, which helps to support continuous improvement in the quality of provision. The professional development needs of staff are accurately identified and quickly acted on. There are comprehensive systems to support staff to extend their skills and knowledge and to help them exchange examples of effective practice.

Quality of teaching, learning and assessment is good

Children enjoy simple sewing activities, developing their creativity and manipulative skills. They explore unusual materials, such as watery jelly, and staff use the opportunity effectively to promote children's speaking skills. They encourage children to talk about how it feels and looks. Children play with small-world toys, such as trains and track, and develop their cooperation with others. They enjoy dressing up, as well as engaging in imaginative play using home and shop role play resources. Children practise their emerging writing skills and draw pictures using chalk in the outdoor area. They give these pictures meaning and staff encourage them to recall colours of the chalks they are using. Children enjoy pedalling wheeled toys with their friends and playing ball games with staff. They develop their social skills and communication skills while exercising.

Personal development, behaviour and welfare are good

Children take responsibility for managing their belongings. They have opportunities to be independent. For example, they collect their snacks and wash their cups and plates after they have finished eating. Children are supported to use effective hygiene routines, such as washing their hands before eating. Staff provide a range of healthy and substantial snacks to promote children's enjoyment of a healthy diet. They seek detailed information from parents about supporting children's welfare, including any dietary needs. Staff set clear boundaries for children, helping them to behave safely and have regard for the safety of others. Children enjoy a variety of resources outdoors, which helps them to be physically active. They practise taking small, well-managed risks. Children develop their strength and coordination as they use climbing frames. Staff also provide comfortable areas for children to rest or engage in quieter play if they are tired.

Setting details

Unique reference number	EY481340
Local authority	Wigan
Inspection number	995351
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	56
Number of children on roll	101
Name of registered person	Play Pals Childcare (North West)
Registered person unique reference number	RP902498
Date of previous inspection	Not applicable
Telephone number	01942 255406

Play Pals Childcare (North West) was registered in 2014. The setting operates Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during term time. In school holidays it operates from 8am to 9am and from 3pm to 5pm, excluding the Christmas holidays and bank holidays. The setting employs eight members of staff, six of whom hold relevant qualifications at level 3.

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