

Inspection of Mice To Meet You Playgroup

The Haysbrook Centre, 4 Haysbrook Avenue, Worsley, MANCHESTER M28 0AY

Inspection date: 15 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide children with a nurturing environment. Every child is welcomed and valued for their individuality. Children make excellent relationships with staff and strong friendships with each other. They demonstrate high levels of emotional security. Children are extremely happy and feel safe in the playgroup. They are sensitive to the needs of others and demonstrate a helpful attitude towards staff and each other. They behave very well.

Staff plan a broad and varied curriculum across all areas of learning. This is designed to provide children with exciting opportunities that help to prepare them for future success. Staff know what they want children to learn. They plan appropriate and challenging activities to help them to move onto the next stage in their learning. Children explore a wealth of opportunities to develop early literacy skills. For example, they make marks in flour with paintbrushes, use chopsticks and pick up fruit with tongs. This helps children to develop good small-muscle control in readiness for writing.

Staff provide children with a wide range of resources and activities to help them to learn about people and communities beyond their own experience. They have high aspirations for children. Staff skilfully interact with them during activities to extend their learning. All children progress well from their starting points, regardless of their circumstances. This includes children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. Parents comment, 'Staff are like an extended family' and that children 'come on in leaps and bounds'.

What does the early years setting do well and what does it need to do better?

- The well-qualified staff are particularly skilled at helping children to develop their speech and language skills. They tell stories with great enthusiasm. This keeps children interested and excited. Staff introduce new words, such as 'squirt' and 'tentacles', and explain how jellyfish use their sting. All children develop very good communication and language skills. This includes those with SEND and those who speak English as an additional language.
- Children spend long periods of time investigating different ways of using materials. They show awe and wonder as they listen to the sounds that rice makes when staff sprinkle it into metal containers. Children use the rice to fill and empty containers and take it to the play kitchen to 'cook'. However, sometimes, resources are not organised to maximum effect to help children to extend their own play and learning. For example, when children need a plate to put 'food' on, they have to look hard to find one.
- Staff teach children the importance of adopting a healthy lifestyle and good

hygiene routines. Children are provided with a wide range of healthy and nutritious snacks, including fruit, crumpets and porridge. They learn how to brush their teeth properly and the importance of dental hygiene. This has a positive impact on children's health and well-being.

- Children benefit from meaningful experiences that cover all areas of learning. Staff have a good understanding of the different ways in which children learn. They use information from observations of children's learning to identify purposeful next steps in their learning. Children make good progress. However, occasionally, staff interrupt children's learning and engagement to start daily routines, such as setting the tables at lunchtime.
- The manager and staff closely monitor children's progress. This helps them to identify any gaps in children's learning and seek external intervention, if needed.
- The manager invests well in the staff and has a high regard for their welfare. She uses supervision meetings to encourage staff to consider their own well-being and mental health. A well-targeted programme of professional development helps staff to extend their knowledge and skills.
- Self-evaluation is effective and includes the views of parents and children. Staff focus on areas for development to help to improve learning outcomes for children. Exciting plans are in place to enhance the outdoor environment to help to extend children's physical development.
- Partnerships with parents, other early years providers and external professionals are excellent. This helps to promote good consistency and continuity of care and learning. Children are well supported as they transfer to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular safeguarding training and have a good understanding of how to protect children from harm. They confidently describe the action to take should they have concerns about the safety or welfare of a child. The manager has robust systems in place for recruitment and induction to ensure the ongoing suitability of the staff team. Staff are extremely vigilant regarding children's safety. They undertake rigorous risk assessments to ensure children stay safe. The provider ensures that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access.

What does the setting need to do to improve?

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

- consider the organisation of routines so that they do not interrupt children's learning opportunities
- review the organisation and availability of resources to help children to independently extend their own play and learning.

Setting details

Unique reference number	EY551088
Local authority	Salford
Inspection number	10130764
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	75
Number of children on roll	53
Name of registered person	Mice To Meet You Playgroup Limited
Registered person unique reference number	RP910933
Telephone number	07549607083
Date of previous inspection	Not applicable

Information about this early years setting

Mice To Meet You Playgroup re-registered in 2017 due to a change of premises. It employs eight members of childcare staff, including the manager. Of these, four hold an appropriate early years qualification at level 3 and one holds a qualification at level 2. The playgroup opens from Monday to Friday from 8.30am to 2.45pm during term time only. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Kelly

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The manager took the inspector on a learning walk across all areas of the playgroup and grounds to explain how the early years provision and curriculum are organised.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- A joint observation was completed by the inspector and the manager during a planned activity.
- Relevant documentation, such as safeguarding policies and procedures and children's records, were looked at by the inspector.
- The inspector checked evidence of the qualifications and suitability of staff working in the playgroup.
- Several parents spoke to the inspector on the day of the inspection. The inspector took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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