

# Whitchurch Canonorum Playgroup

Inspection report for early years provision

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**Unique reference number** 139372  
**Inspection date** 03/06/2009  
**Inspector** Carol Johnstone

**Setting address** The Village Hall, Whitchurch Canonorum, Bridport,  
Dorset, DT6 6RF

**Telephone number** 01297 678426

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Whitchurch Canonorum Playgroup has been established since 1979 and operates from the village hall in the rural village of Whitchurch Canonorum, Dorset. The playgroup is open from 09.45 until 12.15 on Tuesday, Wednesday, Thursday and Friday during term time only, with a lunch club until 13.15. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two years to the end of the early years age group may attend at any one time. Currently, there are 27 children on roll who are all in the early years age group. The accommodation consists of a main hall with access to toilet and kitchen facilities and an outdoor play area. The playgroup employs four members of staff, three of whom have appropriate qualifications in childcare. One member of staff is currently working towards a childcare qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children are comfortable with the staff and the environment and they are able to choose their activities. However, the lack of organisation during the sessions means that children are often unsettled and disengaged and they quickly move on to something different. This also impacts on children's behaviour and noise levels are often high. Children's assessments within the Early Years Foundation Stage are inconsistent and do not securely promote children's progress.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that a thorough risk assessment of all areas of the provision and of all types of outings is carried out, that it is reviewed regularly and that a record is kept of when it was carried out, and by whom, the date it was reviewed and any action taken (Safeguarding and Welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 03/06/2009
- ensure that all members of staff understand the safeguarding policy and procedure and that they have an up to date understanding of safeguarding children issues (Safeguarding and Welfare) 03/06/2009
- ensure that fresh drinking water is available at all times (Safeguarding and Welfare) 03/06/2009

- ensure that there is a balance of adult led and freely chosen or child initiated activities delivered through indoor and outdoor play (Organisation) 10/06/2009
- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs (Organisation) 10/06/2009
- undertake regular sensitive observational assessments in order to plan to meet young children's individual needs (Assessment arrangements) 10/06/2009
- ensure that a certificate of registration is displayed at all times (Safeguarding and Welfare)(also applies to the compulsory and voluntary parts of the Childcare Register) 03/06/2009
- provide information to parents about the type of activities provided (Safeguarding and Welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 10/06/2009

To improve the early years provision the registered person should:

- ensure that the hand washing procedures used minimise the risk of cross infection
- ensure that confidential information is stored in a suitable and secure area
- continue to develop staff knowledge of the Early Years Foundation Stage and how to use effective interaction during activities to help children think and learn
- ensure that policies and procedures are regularly updated to reflect current changes
- manage children's behaviour more swiftly and consistently

## **The leadership and management of the early years provision**

The provision has the necessary policies and procedures in place, including a safeguarding policy and complaints procedure for parents. However, these have not been updated recently and some aspects are incorrect. The current procedures for the storage of some information do not promote confidentiality. The registration certificate is not displayed which is a legal requirement.

Recruitment checks are thorough to ensure that staff are suitable to work with the children. However, appraisals of staff performance which would identify areas for their development are not done. The manager has recently taken up post and has started to complete a self-evaluation of the provision. However, it does not identify all areas that need improvement and does not involve all of the staff team. Some of the recommendations made at the last inspection have not been met.

Staff deployment during the session is not effective as all of the activities are free play and staff are sometimes unsure of where they should be. Resources are

plentiful and arranged to be accessible for children in low-level storage and boxes on the floor. However, there are no mark making facilities readily available on the tables or in the role play area.

Staff complete a daily safety checklist of the premises before children arrive to make sure they are safe. However, detailed written risk assessments of the areas used and of any outings have not been completed. This is a legal requirement. The manager has a sound understanding of the types and signs of abuse and what action to take if a concern is raised. However, staff have not regularly updated their knowledge of this area which may cause a delay in the identification of a child at risk.

There is a trained special needs coordinator in the provision who works with children who have additional needs, for example obtaining details of any necessary exercises for children who require support with areas of speech and language. Children are encouraged to learn about the cultures and religions of others, however, the range of resources that reflect diversity and disability is limited. The provision is made available to any child who wishes to attend and staff have detailed discussion with new parents about what their child likes to do.

Links with other providers who share the care of the children have not yet been developed. This does not promote continuity of children's learning and development within the Early Years Foundation Stage.

Children who are just starting at the provision are able to have their parents stay with them for as long as is necessary. There are regular newsletters for parents which have also been made available on e-mail for them. In addition, there is a parent notice board with relevant information. Parents are able to look at children's assessment records at any time. However, the records are currently unclear which does not help to give parents an accurate picture of how their child is progressing. The staff have very good relationships with the parents and the parents feel that staff are very approachable, friendly and caring.

## **The quality and standards of the early years provision**

Children have very positive relationships with the staff and there is friendly interaction. However, during the activities, staff do not consistently use interaction that will challenge and extend children's learning. Many staff lack confidence in their knowledge of the Early Years Foundation Stage and how to promote children's learning within it.

The assessment records do not track children's progress. Some staff are unsure of what to record when making written observations of the children and how to make evaluations of them. Consequently, children's next steps for learning are not identified and their progress is not secured. The lack of planning means that children's individual learning needs are not met. This also means that the required information relating to the type of activities provided is not available to parents which is a legal requirement.

The current system of total free play means that children are often unsettled and disengaged. They quickly move between the activities and this can cause high noise levels and consequently poor behaviour because they are bored. This is particularly during change over times such as just before snack time. Staff do not always act immediately to step in and stop the behaviour which means it can escalate and disrupt others. There is a lack of some adult led activities during the session which would engage the children in a more useful way and promote their learning.

Children are safe and well cared for. The fire drill is regularly practised to make sure that children know what to do in an emergency. Staff are vigilant at arrival and collection times to prevent any unauthorised persons entering or leaving with the children and the door is securely locked during the session. Children are given healthy snacks of fruit each day and have independent access to their own juice beakers. However, although children can ask for a drink of water, there is none on display for independent access. Parents are encouraged to send healthy options in for the packed lunches that children have during lunch club. Children learn to wash their hands after using the toilet and before snack time. They have paper towels and liquid soap, but currently several children share the same water. This does not minimise the risk of cross infection. There are regular visits from a dental hygienist who helps the children learn how to look after their teeth. There are clear sickness exclusion guidelines in place to inform parents how long to keep children away for when they are unwell which protects the other children attending. Staff keep all areas clean, including the toilets and the tables used for snack time. They use disposable gloves when dealing with any accidents or sickness and keep their first aid training up to date.

Children enjoy using the outdoor area. They have a secure play area to use which contains large equipment such as a climbing frame, swing and slide. They also have bikes, trikes and scooters. During warm weather, children have lunch outside on the picnic benches. Staff make sure they are protected with sun cream and hats.

Children learn about their personal safety through discussions about people who help them in the community, such as fire fighters and the police. They are also told how to use the outdoor equipment safely and they understand the boundaries laid out in the outdoor area. Children get on very well together and are making firm friendships. Staff encourage them to share their toys and they are learning with the use of an egg timer how to wait their turn for a very popular tractor toy. They are encouraged to say please and thank you and to be kind to each other. Children are frequently praised by staff which helps to build their self-esteem. The staff team are hard working and cohesive. They demonstrate a genuine commitment to children's well-being and happiness.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (How the childcare provision is organised) 10/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (How the childcare provision is organised) 10/06/2009