

# Sidford Playgroup

Sidford Social Hall, Byes Lane, Sidford, Sidmouth, Devon, EX10 9QX

<b>Inspection date</b>	08/11/2012
Previous inspection date	17/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not adequately safeguarded because staff whose suitability has not been checked through a Criminal Record Bureau check have unsupervised contact with them.
- Children are not fully protected because the safeguarding policy and procedures do not include an explanation of the action to be taken in the event of an allegation being made against a member of staff or cover the use of mobile phones and cameras in the setting.
- The provider does not ensure that food is always handled hygienically.
- The setting is not always adequately organised as some records and documentation are not easily accessible or available for inspection, and parents are not well informed of who their child's key person is or what the role involves.
- The organisation of role play resources restricts the development of children's imaginative and make-believe play.

### It has the following strengths

- Children benefit from a balance of inside, outside, adult-led and child-initiated play with appropriate support from staff.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector talked to parents.
- The inspector observed children in the hall and talked the playleader and nominated person.
- The inspector looked at safeguarding and welfare documentation and learning and development documentation.
- The inspector carried out a joint observation with the playleader.
- The inspector observed children playing outside and visiting the mobile library.

## Inspector

Sara Bailey

## Full Report

### Information about the setting

Sidford Playgroup registered in 1992. It is a committee-run playgroup, which operates from Sidford Social Hall, Sidford, Devon. Children have access to one main play hall, toilets and an enclosed outside play area. The playgroup is registered on the Early Years Register. They currently have 18 children on roll from two years to school age. Children with special educational needs and/or disabilities are cared for. The playgroup receives funding for the provision of free early education to children aged three and four. The

playgroup operates during term time only, Monday to Friday from 9.30am to 12.30pm. The leader, her deputy and one member of staff have an early years qualification at level 3, with one other member of staff qualified at level 2. They also employ an administrator.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure children are safeguarded by preventing people whose suitability has not been checked through a criminal records check from having unsupervised contact with them
- ensure the safeguarding policy and procedure includes an explanation of the action to be taken in the event of an allegation being made against a member of staff, and covers the use of mobile phones and cameras in the setting
- ensure food is handled hygienically by ensuring those responsible for handling food are competent to do so
- improve the regular exchange of information with parents by informing them of the name of their child's key person and their role
- ensure policies and records such as evidence of suitability checks and qualifications are organised to be easily accessible
- improve the educational programme for expressive arts and design by providing sufficient and exciting role-play resources such as familiar household objects reflecting everyday life, for example real kitchen items, telephones or washing materials and magazines to spark children's imaginations.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff provide sufficient activities to cover the seven areas of learning, although some areas are more interesting and challenging than others. Communication and language development are appropriately supported by staff. They have an awareness of children's specific individual needs and adjust the way they interact with children to best suit their needs. Promotion of literacy is sound, with weekly visits to the mobile library to promote a love of books and stories. Children benefit from name labels on their pegs to begin to recognise letters and words, and they have a letter of the week to learn phonics.

However, the role play area is not well resourced or inviting to children. This prevents children developing their imaginations effectively.

Staff have appropriate knowledge of the prime and specific areas of learning. They observe and assess children's starting points and progress using the 'Development matters in the Early Years Foundation Stage' guidance to identify individual children's next steps in learning. All children are making at least satisfactory progress towards the early learning goals. Staff plan for each area of learning according to children's developmental stages. They share plans with parents through a display board entitled 'We are learning to...' This gives parents a clear understanding of what their children are learning and ideas to extend their learning at home. Parents' evenings are also held regularly to share information about their individual child's learning.

Staff adequately support children's play; they know when to step in with ideas and when to stand back and let children develop their own thoughts. Staff organise the space to allow children to move freely between the inside and outside areas, which lets children make further choices in their play. Children enjoy a balance of adult-led and child-initiated play. A planned, adult-led activity exploring colour change by mixing paint reflected an autumn theme. This links with walks to see the nearby trees change through the seasons, which develop children's understanding of the world. Children are making steady progress in acquiring the skills, attitudes and dispositions for school or their next stage of learning.

### **The contribution of the early years provision to the well-being of children**

Children are not kept safe due to ineffective systems to promote their welfare. For example, unchecked staff are left unsupervised with children, and none of the staff address this. Children learn about aspects of safety through some discussion and being involved in fire drills, which is an improvement since the last inspection. They learn how to be safe on outings, such as by holding on to the walking rope to keep together. Children learn about healthy lifestyles through discussions about the importance of hand washing and appropriate practices. However, children are not adequately supervised at snack time. They touch or eat food and put it back for others to select, which puts them at risk of cross-infection.

Children are happy to attend the setting and benefit from low numbers on roll and the attention they receive from adults. They have positive relationships with all staff, but some parents are unaware who the key person is for their child, even though this person is responsible for meeting their individual needs and building a relationship with their parents. Children are well behaved and grow in confidence with praise and encouragement. Children learn how to be independent and make choices in all they do, such as playing outside and being physical, where they can run around and use wheeled toys. Children are encouraged to share and take turns. These skills prepare children for transitions to other settings and school.

Some resources provide insufficient challenge and do not engage children's interest. For example, the role play area is not welcoming and consists of few items, so children quickly become bored. Children's learning in this area is only developed when a member of staff identifies the need for support and gives children ideas for how to use the limited resources.

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

There are two breaches of safeguarding and welfare requirements that have an impact on children's safety and well-being. New members of staff without Criminal Record Bureau checks have unsupervised access to children in the outside area. This shows that the induction system is poor, and other staff do not challenge the organisation in order to protect children. The disorganised system for reviewing and updating policies has left gaps in the safeguarding policy, which does not meet legal requirements and means that parents are not given correct information. Some important documentation is not available for inspection, for example evidence that staff are appropriately qualified, including details of relevant first aid qualifications, or of the checks carried out to show that staff are suitable to work with children.. This shows that the setting's system of self-evaluation is ineffective at identifying key weaknesses and that the monitoring systems for safeguarding and welfare are poor. Some progress has been made with addressing the recommendations raised at the last inspection, but some areas require further development. An action plan is being implemented for the role of the newly appointed nominated person to support the setting and move it forward.

The playleader's understanding of their responsibilities in meeting the learning and development requirements is satisfactory. All staff contribute to discussions about their key children's individual needs and bring forward ideas for the planning. The playleader carries out regular supervision of staff to identify their training needs. Since the last inspection, all staff have completed their training, which has had a positive effect on children's learning and development. The playleader checks all children's learning journey records to ensure they are up to date and complete. Staff know the next steps identified to share with parents. The playleader is aware of those children who require additional support and works with parents to meet their needs. The playleader also has links with other settings children attend to share information about their learning and development.

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	106029
<b>Local authority</b>	Devon
<b>Inspection number</b>	886858
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26

<b>Number of children on roll</b>	18
<b>Name of provider</b>	Sidford Playgroup
<b>Date of previous inspection</b>	17/09/2009
<b>Telephone number</b>	07966 953096

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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