

# Shafton Playgroup

The Community Centre, Off High Street, Shafton, Barnsley, S72 8NH

## Inspection date

20/02/2013

Previous inspection date

24/09/2008

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

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's safety is not assured as there are not robust systems in place to make sure all practitioners remain suitable to work with children.
- Children do not make the best progress as educational programmes do not cover all the areas of learning in sufficient depth and their next steps are not clearly identified. In particular, opportunities to support children's physical development, and for children to develop their independence in self-care, are limited.
- Monitoring, evaluating and reviewing staff practice is not fully effective in order to identify all circumstances where there are any gaps in the provision and improvement needed to support children's learning effectively.
- Children have few opportunities to experience activities that enable them to understand and respect their own needs, views culture and beliefs and those of other people.

### It has the following strengths

- Children are happy, settled and thoroughly enjoy their experiences at playgroup. The staff soundly meet each child's individual care needs and are suitably aware of their interests.
- Children form positive relationships with the staff. This is because they listen to the children and frequently praise them for their achievements.

## 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 observed activities between the practitioners and children.
- The inspector spoke with the children and practitioners at appropriate times throughout the observations.
- The inspector held a meeting and undertook a joint observation with the owner/managers of the provision.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in parent questionnaires.
- The inspector looked at samples of children's work, the setting's policies and procedures and a range of other documentation.

## Inspector

Yvonne Layton

## Full Report

### Information about the setting

The Shafton Playgroup Nursery was registered in 1993 and is on the Early Years Register. It is situated in the community centre in the Shafton area of Barnsley, South Yorkshire, and is privately run. The playgroup serves the local and surrounding areas and is accessible to all children. It operates from the large hall and there is a fully enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. All of these hold appropriate early years qualifications at level 3.

The playgroup opens Monday to Friday term time only. Sessions are from 8.50am until 11.50am and 12.20pm until 3.20pm. Children attend for a variety of sessions. There are currently 63 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children.

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

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

- ensure an effective system is in place for staff to disclose any issues regarding their suitability to work with children
- ensure appropriate arrangements are in place for the supervision of staff with particular reference to enhancing professional development and fostering a culture of continuous improvement through consistent, shared evaluation
- improve the use of assessments to understand children's levels of achievement and to shape learning experiences for each child that are tailored to meet their individual needs. Share this information with parents
- introduce into the daily routine more opportunities for children to experience physical play indoors.

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

- extend opportunities for children to experience activities that enable them to understand and respect their own needs, views, culture and beliefs and those of other people
- extend children's readiness for school by introducing personal independence skills into activities.

### **Inspection judgements**

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

Generally, educational programmes cover all the areas of learning and provide a range of interesting activities. However, there are some omissions of activities to fully support children's learning within the areas of learning. Practitioners assess children's learning appropriately but the assessments are not used consistently to identify children's next

steps in learning. This results in learning experiences that are not fully matched to children's needs and that do not have sufficient challenge. As a result, children do not make sufficient progress in all areas of learning to ensure that they are ready for school.

Children develop a suitably positive attitude to learning as activities are based on their interests. For example an extended topic is introduced from children's interest in pirates. Early writing skills are promoted as the children use themed colouring books and they make treasure maps. Their imaginative play is well-supported as they dress up as pirates and use keys and jewellery in their treasure hunts. Children enjoy small world resources, such as a pirate ship. They develop their communication skills and learn to co-operate as they work with a member of staff to build a ship from crates. Children consider mathematical concepts as they agree the time for setting sail and count the oars. However, generally, children have insufficient opportunity to reach their full learning potential as there are gaps in the quality of teaching. Practitioners are not always clear about which areas the children need to make progress with and how to fully assist them.

Children's development is reasonably supported as there is an appropriate mix of adult-led and children's self-selection. They are supported to construct ships from recycled materials and use their creativity to complete them. Children are able to select from a suitable range of themed resources. For example, they always have access to construction and early writing areas. Children are supported by staff to understand what equipment is for. A member of staff demonstrates and explains what a ruler is used for. Staff are strongly skilled at becoming involved in children's activities to enable them to extend and enhance some aspects of their learning. They know when to step back allowing the children to explore and experiment for themselves.

Children are acquiring some skills, attitudes and dispositions they need to be ready for school or the next stage of learning. For example, they are well-used to sitting in groups for circle time and the snack is self-service. However, there is not sufficient priority given within activities and routines to promote children's self-care skills, such as dressing themselves and taking their own shoes on and off.

Children's learning is extended in some respects as some aspects of parents' involvement in their learning are very good. The setting offers weekly parent and children workshops where they complete activities together. Parents extend their knowledge about what children generally are learning during the activities. In addition, parents are provided with activity information sheets for activities in the home and recipe cards when the children have cooked. However, as staff do not have sufficient knowledge of children's next steps in learning, they are unable to communicate this information to parents to support them to focus on children's individual learning needs at home.

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

Children are happy and settled. They thoroughly enjoy their experiences at playgroup as staff soundly meet each child's individual care needs and are suitably aware of their interests. Children are able to freely choose from the generally good range of toys and resources. They feel secure and form appropriate attachments with their key person and

other members of staff.

Communication and behaviour is good as staff use lots of positive praise and encouragement. Each key person knows their children well and appropriately shares this knowledge with other staff. However, children have limited opportunities to understand and respect their own needs, views, cultures and beliefs and those of other people.

Children's understanding about keeping themselves safe is contributed to appropriately as they are involved in regular fire evacuation practises. Suitable safety routines and procedures ensure children are safe at the playgroup. They are encouraged to develop suitably healthy lifestyles as they enjoy a healthy eating snack and participate in cooking activities. Staff support children's awareness of self-care in relation to hygiene as they are well-used to washing their hands before eating. The setting has an enclosed outside play area but logistics of accessing the play area sometimes makes it difficult to provide sufficient physical activities outdoors for the children. In addition, consistent consideration is not given to making sure children's physical development is promoted well by routinely offering physical activities indoors. As a result, children do not make sufficient progress in their physical development.

Partnerships with parents are suitably effective as they work with the key person to share children's care needs consistently. This helps to make sure that individual care needs are met and children's transitions to school are supported suitably in most respects.

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

The inspection took place as a result of a concern. At the inspection it was found that practitioners have insufficient understanding and knowledge of the implementation of the learning and development requirements of the Early Years Foundation Stage. Children's learning is suitably supported in some respects as they are provided with a range of activities that generally capture their interest and helps them to make some progress. All practitioners have a satisfactory general understanding about how to foster children's learning. However, there are gaps in practice that prevent children from learning to their full potential.

Children are not fully safeguarded. Staff suitability is checked at the time of appointment, including a Disclosure and Barring Service Check. However, there is not a procedure in place to ensure practitioners inform the providers of any future changes to their own suitability. Other aspects of safeguarding are secure. Staff have a sound knowledge of child protection procedures and how to pass on any concerns when necessary. This is supported by an effective safeguarding policy including an effective procedure to ensure children are protected from the inappropriate use of mobile telephones. In addition, there are suitable staff employment policies and procedures, such as job descriptions in place. Robust safety routines for the collection of children ensure they are kept safe. In addition sufficiently detailed risk assessments are carried out. Required documentation is in place, including appropriately maintained accident and medication records. Nappy changing routines ensure children's privacy and health is suitably protected as staff use aprons and

gloves. This is further supported by appropriate sterilisation of changing mat. All of this ensures that risks to children have been minimised.

Partnership with parents is effective overall as they have access to parent noticeboards which contain policies and procedures and information about concerns and complaints. Their opinion is sought through questionnaires. Parents are able to access children's development records and are involved appropriately well in the progress check at age two. However, during discussions with a sample of parents they shared they would like more information about the children's next steps in their learning. Children's development is appropriately supported as the provision has established suitable links with other settings the children attend, such as childminders, nursery and schools. Therefore, continuity of care and learning is suitably assured. Practitioners are clearly able to identify the importance of working with parents, other agencies and professionals in the event of any child needing extra support.

The providers and practitioners have started to complete self-evaluation and reflection of practice. They are working with the local authority to develop this further. However, self-evaluation lacks rigour. It is therefore not yet robust enough to fully monitor practice or effectively identify areas for development that will improve learning opportunities and the provision for children. Practitioner appraisals are completed yearly and are mainly based on training needs and how well practitioners meet their job descriptions. However, the monitoring, evaluating and reviewing of practitioners' practice is not fully effective in order to identify all circumstances where there are any gaps in the provision and improvement needed to support children's learning effectively.

## 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>	302857
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	902434
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Pauline Barnett and Pamela Greasley
<b>Date of previous inspection</b>	24/09/2008
<b>Telephone number</b>	07989 560991

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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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