

Uley Playgroup

Village Hall, The Street, Uley,, Dursley, Gloucestershire, GL11 5AL

Inspection date	08/04/2013
Previous inspection date	27/02/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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

- Half the staff are not appropriately qualified and there is no suitably qualified named deputy, which is a breach of legal requirements.
- Staff are not providing challenging and enjoyable experiences for the children in all areas of learning. As a result, children become bored and distracted easily and do not make adequate progress.
- Staff are not able to clearly identify children's starting points and interests and plan for their next stages of learning and development successfully, both indoors and outdoors.
- Records were not easily accessible for inspection as several were not on the premises at the time of inspection.
- Staff have not obtained details, such as names and address of parents and/or carers, and this could put children at risk in the event of an emergency.
- Staff have not linked with other professionals and early years settings that children attend, which means that adults are not able to contribute to helping children progress in all areas of learning and development.
- Evaluation of practice is not effective, as a result there has been a failure to identify several requirements have not been met.

It has the following strengths

- Children enter the premises happily; they are confident and comfortable in their

surroundings.

- Children understand about healthy eating and suitable personal hygiene procedures.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection was carried out by one inspector.
- The inspector observed activities in the main hall, side room and enclosed area outside.
- The inspector had discussions with several parents, most of the staff, the co-chair persons and the children.
- The inspector sampled a range of available documentation including children's records, safeguarding procedures, staff details and risk assessments.

Inspector

Hilary Tierney

Full Report

Information about the setting

Uley Playgroup operates from Uley village hall, in a rural location on the outskirts of Dursley, Gloucestershire. The facilities include an entrance hall, main hall, side room, kitchen and toilets. Outside play areas include an enclosed semi hard surfaced strip to the side of the premises and an enclosed orchard to the rear. The group serves local villages and outlying areas. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 36 children aged between two-years-six-months and five years on roll. The playgroup receive funding for the provision of free early education for three-and four-year-old children. The playgroup offer support for children who have special educational needs and/or disabilities. The playgroup is open during term times only on Mondays, Wednesdays and Fridays from 9am to 1pm, with younger children collected at 12 noon. On Thursdays, sessions are from 9am to 3pm. There are four members of staff who work with the children. One member of staff holds an appropriate childcare qualification.

What the setting needs to do to improve further

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

- ensure at least half the staff hold at least a full and relevant level 2 qualification
- ensure there is a named deputy who, is capable and qualified to take charge in the manager's absence
- consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- improve the educational programmes by the use of observations and assessment, which highlight individual children's starting points, interests, stages of development and next steps, to help shape their learning experiences by reflection of those observations, both indoors and outdoors
- ensure the following information for each child is kept: full name; date of birth; name and address of every parent and/or carer; and emergency contact details for parents and/or carer
- ensure records are easily accessible and available with confidential information and records about staff and children held securely and only accessible and available to those have a right or professional need to see them.
- maintain records and obtain and share information (with parents carers and other professionals working with the child) to ensure that the individual needs of all children are met.

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

- use the evaluation of practice regularly and more effectively to enable reflection of strengths and weaknesses to help drive improvement and fully enhance outcomes for children
- increase opportunities for children to develop their independence and self-care skills by, for example, allowing them to pour their own drinks
- help children to learn about how to manage their feelings and behaviour by modelling and talking to them about finding solutions to problems and conflicts.

Inspection judgements

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

Staff do not carry out accurate observations and assessments on the children and do not consistently identify children's starting points, interests and next steps. As a result, they are unable to build on children's progress and plan to provide challenging, interesting experiences for the children in their care. The educational programme does not adequately cover the seven areas of learning, consequently, most children are not provided with adequate challenge in order to make sufficient progress. This results in some children lacking motivation for learning, becoming bored and disinterested in what is on offer for them.

Most children are sociable and interact with each other as they play and demonstrate they are comfortable. New children have settled quickly in the playgroup and are building appropriate relationships with the adults. Children take part in a range of activities that are put out for them by staff, however, these activities do not provide any challenge for most children. For example, children sit and do potato printing with a selection of paints, staff do not sit with them and talk about the patterns they are making, or the colours they are using. This means that children are not encouraged to develop their mathematical skills and those in expressive arts and design. Children are not encouraged to develop their early writing skills, because staff do not put out pens, paper and other writing materials for children to use. Children are expected to sit for a long time, when they have show and tell time, stories then lunch. Because of this, they quickly become bored and talk or play amongst themselves. They pay no attention to the member of staff talking or trying to read a book. Some children run around the room chasing each other and when told to sit down, ignore what they are being told. Children do understand the routines of the playgroup and understand when the tambourine is rattled it is time to tidy up and most children do help with the tidying up process. Most children look at books alone after lunch, but others do not as they just lie on the cushions watching what is going on. Children are not being prepared adequately enough for their next stages in their learning and development, for example, school.

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

Children enter the building happily and settle quickly. They understand the routine and sit quickly on the mat for registration time. Most children are forming attachments with their key person, as a result they are comfortable with their key person. Children are confident and most of the time they interact with each other adequately. However, at times children's behaviour is not managed well, which means that staff do not always see minor squabbles between children. Staff do not always intervene and help children to learn how to negotiate and resolve minor conflicts together. This does not help children learn to manage their feelings and behaviour appropriately.

Children are beginning to learn about healthy lifestyles. They enjoy snack time and are

able to help with the preparation of the food. Children understand about the need to sit down to eat. They are able to select their own fruit and choose where they sit. However, some children save seats for their friends, which means that other children are confused about where else they can sit. Staff do not always see this happen so do not intervene to help the children negotiate well. Staff pour drinks for the children, which does not promote children's independence and self-care skills fully. Children have access to an outside play space, but their time outside is restricted as there only a few bikes. Many children who choose to go outside are not able to do so, because staff restrict the number of children going outside and the time the door remains open. As a result, children are not able to develop and explore the world around them and get bored inside. Staff do not use the available resources to keep children interested and challenged. Therefore, overall children's needs are not being met.

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

This inspection was brought forward as a result, of a concern regarding staff not having appropriate childcare qualifications. It was found that not enough qualified staff are employed in the setting to ensure that half the staff are qualified, and the named deputy is not suitably qualified to take this role. This is a breach of a legal requirement. Staff do not have the contact details of parents for all children on the premises and this has the potential to put children's welfare at risk. Some documentation regarding bank staff and their qualifications were unavailable for inspection and some required documentation is not stored appropriately, for example, it is left in the car. These are breaches of legal requirements. The requirements of the Childcare Register are also not fully met.

Staff do not have a sound knowledge of the learning and development requirements and this results in poor monitoring of children's progress. The observation, assessment and planning processes are not secure; as a result, children's starting points, interests and next steps are not identified. Consequently, staff are not providing children with challenging, interesting activities to help them develop and progress in all areas of learning. Staff do not link with other early years settings that children attend, which means that all adults are not able to contribute to identifying individual children's needs. Partnerships with parents are satisfactory. Information is shared with them on a daily basis when they collect their child. They are able to see their child's learning journals and add comments where necessary. Parents spoken to are happy with the care provided and the information they receive.

Evaluation of practice has been completed, however, it has not been effective. It has failed to identify that some of the safeguarding and welfare, and learning and development requirements are not met. Staff and management have not clearly identified the weaknesses in the group; as a result, they are not taking action to put into place any changes required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)
- ensure the name, home address and telephone number of a parent/guardian/care of each child who is looked after on the premises is kept (compulsory part of the Childcare Register)
- ensure the name, home address and telephone number of a parent/guardian/care of each child who is looked after on the premises is kept (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	101520
Local authority	Gloucestershire
Inspection number	906917
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Uley Playgroup
Date of previous inspection	27/02/2012
Telephone number	07896587983

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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, which are usually the childminder's 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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