

# Charlton Playgroup

Charlton Memorial Hall, Main Street, Charlton, BANBURY, Oxfordshire, OX17 3DL

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 09/09/2013 |
| Previous inspection date | 09/05/2011 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 4 |
|  | Previous inspection:    | 2 |
| 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

- Robust vetting, induction and recruitment procedures are not consistently followed. Consequently, this puts children's welfare at risk.
- Staff have an insecure knowledge and understanding of the safeguarding policy and procedures. In particular the procedure to follow in the event of an allegation being made against a member of staff. This means that children's welfare is not fully protected.
- Risk assessment procedures and safety precautions for outings are ineffective, and written parental consent is not always obtained. As a result, children's safety is compromised.
- Children do not gain a good understanding of the world around them because books and resources, which represent children's diverse backgrounds to support their understanding of diversity and difference, are limited.

### It has the following strengths

- The staff team work hard to make this 'pack away' setting a warm and welcoming environment. This helps children to feel settled, and the effective key person system means children form strong attachments so their care needs are, mostly, appropriately met.

## 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 inspector held a meeting with the provider and the manager of the playgroup and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in the playroom and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the playgroup, the provider's self-evaluation and a range of other documentation.

**Inspector**  
Hazel White

## **Full Report**

### **Information about the setting**

Charlton Playgroup was registered in October 1992 but first opened about 40 years ago. The group is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from rooms within the Memorial Hall in the centre of the village of Charlton. The group serves the local area and has strong links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The group opens five days a week during school term times. Sessions are from 9am to 3pm, Monday to Friday. Children are able to attend for a variety of sessions. There are currently 20 children on roll who are in the early years age range.

The pre-school employs six members of childcare staff, all hold appropriate early years qualifications. The manager is qualified to level 4, three staff to level 3, and two to level 2. The group receives support from the local authority.

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

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

- ensure all adults working with children are subject to a rigorous recruitment procedure to ensure they are suitable to fulfil the requirements of their roles
- ensure that staff are trained to understand the safeguarding policy and procedures, and ensure that all staff have up-to-date knowledge of safeguarding issues, in particular the procedure to follow in the event of an allegation being made against a member of staff, to ensure children's safety
- take appropriate steps to protect children's safety, this specifically refers to ensuring risk assessment procedures are effective for outings and that parents give their written consent.

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

- improve children's understanding the world by providing books and resources which represent children's diverse backgrounds to support their understanding of diversity and difference.

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

Children make steady progress in most areas of their development. Staff have a sound understanding of how children learn through their play and plan a range of appealing activities. Teaching is satisfactory because staff gather information from parents when children start at the playgroup. This includes children's interests, special people in their lives and their favourite stories. The information gathered is appropriately used to incorporate children's interests into planned activities. Staff observe and assess children systematically and maintain written and photographic records of individual achievements. Staff value the views of parents and continually develop ways in which to involve them in their child's learning. For example, inviting parents to take home 'travelling ted' and library books to read to their children. In addition, parents share information at organised meetings and when they arrive and collect their children. This helps each child's key person to focus teaching on individual children's interests and identify the next steps in their learning in readiness for school. Staff have a clear knowledge and understanding of the 'progress check at age two' and complete these checks for young children. Parents are provided with a summary of their child's development to further support learning at home and to identify any additional support that might be needed to help them make best progress.

This is a 'pack away' playgroup. Staff work hard to make the environment welcoming to young children. Low-level storage units allow them to select some resources. Children move confidently between activities, accessing good quality toys to add to the continuous play provision. They enjoy moving freely between indoors and outdoors. As a result, children are gaining independence. Children use their imagination well. In the role-play area they dress up as 'princesses' and 'take their babies to the shop'. Staff teach children 'left and right' as they help them to put on their 'party shoes'. They sit with children in the cosy area to look at books and read stories. Children learn that a book has a title and an author. In addition, children chose their own books from the mobile library, which further enhances their love of books and effectively promotes their early literacy skills. Staff build on children's developing language skills as they talk about the 'aliens' and 'spaceships' featured in the story. They use questions skilfully to encourage children's thinking. Such as, 'what do you think a spaceship looks like' and 'how is that different to the house you live in'.

Children use scissors with developing skill and enjoy spreading glue and sticking materials to their pictures. They select from a range of materials, identifying colours they wish to use. Children learn how to make paper aeroplanes, designing their own patterns on the wings. Therefore, they are expressing their own ideas. Staff introduce mathematics into this activity, getting children to use spatial language to describe how far their aeroplanes fly, such as 'furthest' and 'shortest' distances. Children count in many situations and learn to recognise numbers from the number line. They count as they line up to go outside and count how many bricks they stack on top of one another to make a tower.

Children are gaining some understanding of the world around them. They are invited to events at the local church and visit the mobile library. Children learn about the animals of the Chinese Zodiac and take part in a Nativity play. However, resources which reflect positive images of difference and disability are limited. Therefore, children's understanding of diversity is not optimised. Children are developing skills in technology through the use of toys, such as, tills, torches and cameras. They competently operate the computer, using the mouse to complete simple programs. As a result, children are gaining some of the key skills they need for the next steps in their learning.

Children enjoy daily outdoor play in all weathers. They put on their all-weather suits and wellington boots before going out in the rain, splashing in puddles. Children thoroughly enjoy the 'bug hunts' that staff organise. They excitedly find the hidden toy insects, learning which ones have wings and can fly and which crawl along the ground. Children can climb and balance on the apparatus and dance and move to music. These experiences enable children to have plenty of fresh air and promote their physical development well.

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

Children are relaxed and confident in the caring environment and a key person system ensures that staff seek relevant information from parents when children start at the playgroup. They do this during settling-in visits and during discussions. This means children's likes, needs and routines are suitably known, which results in them having a

smooth transition between home and the playgroup. Children readily approach staff for reassurance when needed. For example, they are comforted when they become upset and quickly distracted until they settle into their chosen activities. This helps to ensure that their emotional needs are provided for. Records highlight any specific dietary requirements or health issues that may require medical intervention. Contact details are known to ensure parents can be contacted and procedures are established to manage emergency situations, including consent to seek emergency medical advice or treatment should this be required. However, parents do not give their written permission for all outings. This is a breach of a welfare requirement, and consequently, a risk to children's safety.

Children behave, generally, well as staff are positive role models, giving clear guidance about what is expected. Children play together and any boisterous behaviour is effectively dealt with in a fair manner. For example, children are helped to understand if they throw toys someone will get hurt. Staff distract children and join in with their spontaneous play to offer guidance and support. Behaviour is consistently managed with positive reinforcement in order to boost children's self-esteem. There is a strong commitment to encourage positive behaviour through praise and encouragement. Children are developing a sound awareness of their personal safety in the playgroup environment because staff teach them about safety. Children develop good habits, for example, they learn to tidy up, and to skip or walk when they are indoors so they do not trip over toys. However, they potentially develop a false sense of their own security because of the safeguarding concerns raised in this report.

Children's health is promoted as they enjoy nutritious foods at snack and healthy packed lunches that their parents provide. They help themselves to water to quench their thirst and are beginning to understand about the benefits of eating well. Children pour their own drinks and wash and stack their cups. This consolidates their self-help skills and further develops their independence. Staff work closely with parents and other professionals to ensure any additional or medical needs are met. Records are kept of any accidents or medication and all staff are clear about children's allergies or food preferences, which ensure children's needs are met and respected.

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

The inspection was brought forward as a result of a concern relating to safeguarding issues when children were taken on an outing and parent's written consent was not obtained. The inspection found that staff are not sufficiently vigilant about ensuring children are kept safe on all outings. Staff failed to fully explore the risk posed to young children when taking a large group to domestic premises to use a paddling pool. In addition, written parental consent was not obtained. This means children's safety was compromised. Safeguarding procedures are not sufficiently robust. The designated person for safeguarding is not clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. This particularly refers to allegations of abuse against staff. Also, not all staff have a clear understanding of the safeguarding children

procedures and have not had the opportunity to attend training to update their knowledge and skills. Rigorous recruitment procedures are also not always followed to ensure that staff are suitable to work with children. As a result, children's welfare is compromised.

The manager is responsible for the day-to-day running of the playgroup and the delivery of the educational programme. She has support from the local authority and together they work on improving practice. For example, by extending snack time so that children do not have to stop what they are doing and clear away their activities. Parent's views are included to assist in identifying areas for further improvement that will continue to support children's achievements. The staff team all hold appropriate early years qualifications, and they provide a welcoming environment for children. Staff get together for informal discussion about planning the educational programme and hold staff meetings to discuss practice. The manager conducts observations to monitor staffs' working practices.

Staff talk with parents daily. Information is exchanged verbally with parents on arrival and departure, so that they are kept informed about their child's day. Parents are aware of who their child's key person is and they are encouraged to view their children's learning journals so that they can discuss their progress in readiness for their move to school. In addition, there is some useful information displayed on noticeboards, explaining to parents why sharing information about their children's learning at home is valuable. Parents comment on the friendliness of staff and how well they know their children.

Staff recognise the importance of supporting children's transition from the nursery into school and build good links with the local school. Teachers visit the playgroup to meet children prior to them attending, which helps with a smooth transition. Staff understand the advantage of liaising with other professionals, and work closely with the local authority early years adviser. Partnership working with other agencies to support children with identified needs is sound. This gives staff the ability to satisfactorily meet children's individual needs and appropriately encourage children's learning and development.

### 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:

- consistently apply effective systems to ensure that any person caring for, or in regular contact with children is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work (compulsory part of the Childcare Register)
- undertake a risk assessment immediately, where the need for an assessment

arises, this refers to outings (compulsory part of the Childcare Register)

- consistently apply effective systems to ensure that any person caring for, or in regular contact with children is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work (voluntary part of the Childcare Register)
- undertake a risk assessment immediately, where the need for an assessment arises, this refers to outings (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

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Unique reference number</b>     | 220293                       |
| <b>Local authority</b>             | Northamptonshire             |
| <b>Inspection number</b>           | 930737                       |
| <b>Type of provision</b>           |                              |
| <b>Registration category</b>       | Childcare - Non-Domestic     |
| <b>Age range of children</b>       | 0 - 17                       |
| <b>Total number of places</b>      | 32                           |
| <b>Number of children on roll</b>  | 20                           |
| <b>Name of provider</b>            | Charlton Playgroup Committee |
| <b>Date of previous inspection</b> | 09/05/2011                   |
| <b>Telephone number</b>            | 01295 812909                 |

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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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