

# Tadworth Playgroup

Tadworth House Playgroup, 1a Webber Street, LONDON, SE1 0RH

## Inspection date

Previous inspection date

09/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

### Previous inspection:

Not Applicable

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

- Inconsistencies in the observation and assessment of children lead to inaccurate planning of activities to meet children's needs for their ages and stage of development.
- There is little evidence of monitoring of staff to enhance their skills and to support their training needs. As a result, the quality of teaching is weak and does not fully support the individual learning patterns of children.
- Policies are not up to date to highlight safeguarding revisions and collection procedures are not secure. Consequently, children are not kept safe.
- Poor self-evaluation means that management do not have an accurate appraisal of practice to secure future improvements. Parents are not provided with information about the Early Years Foundation Stage to help them support their child's learning.

### It has the following strengths

- There is a warm welcome from staff to both children and parents. This means that children are happy and feel confident for parents to leave them.
- The setting provides interesting and attractive resources, which the children freely access, supporting their growing independence.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held a meeting and carried out a joint observation with the manager during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities both inside and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working with children.
- The inspector looked at the children's records, as well as planning and a selection of policies and relevant documentation.

**Inspector**  
Gillian Cubitt

## **Full Report**

### **Information about the setting**

Tadworth Pre-school re-registered in 2013 as private provision. It operates from the first floor of an apartment block situated in London, close to Southwark Tube and Waterloo main line station. There is an intercom entrance from the street level. The setting is open from 9am to 3.30pm each weekday during term time only. Children have the use of one main playroom where there are toilets and kitchen facilities. There is also an enclosed outside play area.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are seven children on roll in the early years age group who attend a variety of sessions. The setting supports children with special educational needs and/or disabilities. There are three members of staff who hold appropriate childcare qualifications.

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

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

- improve the use of staff supervision and appraisals to monitor staff performance and support them to set challenging targets for improvement for children
- ensure all staff have a sound knowledge of the Statutory Framework for the Early Years Foundation Stage, paying particular attention to the areas of learning and their ability to observe and assess children's activities, in order to provide challenging activities to interest and motivate children
- improve the use of risk assessments to identify possible hazards to children, with particular regard to the railings in the children's outside play area
- ensure the policy and procedures for safeguarding children are updated and shared with staff and parents to cover the use of mobile phones and cameras and to provide clear contact details for the local safeguarding officer.
- ensure collection procedures are robust to keep children safe, with particular regard to making sure children are only collected by adults that have been notified to the provider as suitable by parents
- foster a culture of mutual support from management, staff and parents in order to evaluate practice and the learning programme, identifying priority areas for improvement
- ensure parents receive information about how the Early Years Foundation Stage is being delivered in the setting and where parents can access more information.

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

There are weaknesses and inconsistencies in the learning and development requirements, which result in children not reaching their full potential. Staff work with parents to note children's needs, likes and dislikes before they begin at the setting. They use this information appropriately to provide children with toys and activities to help them to settle. Although staff are kind and caring, they do not always prepare for children's next steps or fully understand how to plan well to meet children's individual needs. As a result, children do not fully benefit from activities to challenge their development in all areas of learning. The inconsistent use of observation and assessment of what children achieve results in staff not able to challenge children's ideas to develop their thinking during their

play.

Staff provide an attractive play environment where there is a variety of toys and activities. Children relate to the brightly coloured posters that show their favourite book characters. Staff value children's artwork by creating an art gallery, which promotes children's self-esteem. Children use accessible resources to support their play. Small tables and chairs and low-level shelves with an assortment of toys help children to make choices and increase their feeling of independence. Children enjoy looking at the shapes and colours of the model mini bugs, using magnifying containers. Staff ask the children what they are doing and to name the bugs. However, staff do not pitch questions appropriately to match children's understanding, so they are unable to answer as the questions are not age appropriate. This demonstrates teaching methods are not effective and hinders children's learning. Staff give many smiles and praise that reassure children, which supports their self-esteem. Other activities, such as collage enable children to engross themselves in sticking shapes. Staff name shapes such as square and circle; however, the young children prefer to create patterns with glue and colours.

Children benefit from using a wide range of books, some of which staff read to them at circle times. Children learn to handle books as they look through them and are developing an interest in stories. They also sing songs, which include counting and action rhymes, which aids their physical development. Children learn to build with wooden blocks as they play. Staff give children praise; however, they do not challenge children's thinking about the size and what happens next if they continue to build. Outside children make friends, playing with small cars together, as well as kicking balls and climbing apparatus. This helps to support the development of children's growing physical skills.

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

Staff take some positive steps to contribute to children's well-being. For example, a suitable key person system helps children to feel secure at the setting. This means children are able to develop a trusting relationship because they see the same adults each day, and know they are caring and friendly. As a result, most children settle well and feel confident, when upset, to seek staff reassurance. In addition, staff provide children with appropriate guidance with regard to behaviour. Children have gentle reminders to share their toys and be kind to each other. They learn some aspects of safety. For example, children climb and slide down apparatus safely because there are cushioned surfaces. Staff remind children not to run too fast as they may fall on the paved area. Staff state children know not to go to the railings near the shed. However, staff do not check children's understanding of hazards, which has an impact on children's safety. Furthermore, collection procedures are not secure enough to keep children safe. This is because staff have not ensured all adults collecting children are those identified as appropriate by the respective parents. Consequently, children have left the premises without staff checking the adults' authorisation to collect the child. This means the setting is not meeting all the safeguarding and welfare requirements and puts children's safety and well-being at risk.

Staff provide a clean environment that helps to support children's health. Children ask to go outside and enjoy putting on their coats to run around in the fresh air. Children are able to see to their own hygiene needs because toilets and washing facilities are accessible and staff give appropriate support to the younger members of the group. Older children wash their hands when reminded and children eat together, which makes it a social occasion. Children are learning about healthy eating because they have fruit snacks. Staff note parents' wishes with regard to children's dietary needs. Staff ensure children only eat their own lunches that parents prepare and pack for them each day.

Most children transfer to the local nursery school. Staff send a final assessment and they provide nursery teachers with a folder of children's work. This information aids children's move to their new nursery/school environment to support consistency in their care and learning.

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

The leadership and management of the setting are inadequate. They are failing to fulfil the requirements and responsibilities for children in the Statutory Framework for the Early Years Foundation Stage. Consequently, a number of legal requirements are not being met. In addition, the setting is not meeting the associated requirements for the Childcare Register.

There is confusion as to the role of the nominated person/manager and the other parties, who also have an interest in the setting. Although the manager endeavours to run the daily operation, there is no support network to give the manager guidance and direction through the appraisal system. Consequently, there are gaps in the service provision with particular regard to the learning and development programmes for children. Although there are systems to monitor children's progress, staff do not make use of regular observations to plan challenging and exciting activities. Consequently, there is little information in children's learning journals to show how and what they learn from their time at the setting.

Performance management is weak and there is little evidence that leaders evaluate the effectiveness of the setting in order to improve. The staff work very closely as a team and hold brief daily meetings to decide on activities. However, there is little direct supervision and appraisals are irregular. Training is minimal which means that staff do not have support in their professional development. Consequently, some practice is inconsistent as are staff training needs. As a result, staff are not confident, particularly in relation to observation, planning and assessment.

There is a system for recruitment and all staff members hold appropriate checks that show they are suitable to work with children. Staff generally understand safeguarding arrangements, although the procedures do not have relevant telephone numbers for the local safeguarding officer for staff to use if they have concerns about a child's welfare. Furthermore, the policy does not inform staff and parents about the use of mobile

cameras and telephones in the setting, which compromises children's safety. Risk assessments are in place; however, these are not sufficiently robust to ensure children are safe. For example, staff are observed to release a child to an adult not agreed by parents and staff overlook the hazards of the railings to children until this is raised at inspection. These failings put children's safety at further risk.

Parents are generally positive about the provision. They say that staff are so 'friendly and approachable' and the location is very close to where they live. Staff discuss children's day with parents when they arrive to collect the children. However, parents do not receive details of children's progress in their learning or information about the Early Years Foundation Stage. This hinders involvement of parents in their children's learning. Staff are aware they need to work with external agencies to obtain the support that children need.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- ensure that risk assessments cover all areas children access and all necessary measures are taken to minimise any identified risks to children, with particular reference to the outdoor play area.

## 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>	EY460699
<b>Local authority</b>	Southwark
<b>Inspection number</b>	910097
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Lorraine Brenda Glazier
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0207 928 7048

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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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