

Cullercoats Methodist Church Playgroup

Cullercoats Methodist Church, Broadway, Cullercoats, NE30 3LJ

Inspection date	11/10/2013
Previous inspection date	28/09/2009

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

- There is no suitably qualified, named deputy, which is a breach of legal requirements.
- There are no procedures in place to prevent unauthorised persons entering the premises or for checking the identity of visitors, placing children's safety at risk.
- Children do not have regular opportunities to access daily play outdoors.
- Procedures for the safe management of medication are poor and pose a risk to children.
- Observation and assessment of children's individual needs and interests are not used effectively to plan interesting, enjoyable and challenging learning experiences for children indoors and outdoors.
- Staff have not carried out the statutory progress check at age two for all children.
- Records were not easily accessible at the time of inspection.

It has the following strengths

- Children separate confidently and happily from their parents because staff provide a caring environment in which children feel comfortable.

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.

Inspection activities

- The inspector observed children's activities indoors.
- The inspector held discussions with the registered person/deputy manager and staff.
- The inspector sampled a range of available documentation, including children's records, policies and procedures, accident records and risk assessments.

Inspector

Nicola Wardropper

Full Report

Information about the setting

Cullercoats Methodist Church Playgroup was registered in 1999 on the Early Years Register. It is situated within Cullercoats Methodist Church in the Cullercoats area of North Shields and is managed by a committee. The nursery serves the local area and is accessible to all children. It operates from a room within the Methodist Church and there is a grassy area available at the front of the church for outdoor play. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday, term time only. Sessions are from 9.15am until 11.45am. Children attend for a variety of sessions. There are currently 35 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure there is a named deputy, who is capable and qualified to take charge in the manager's absence
- improve the use of observation and assessment to provide planned, purposeful play, taking into account the individual needs, interests and stage of development of each child to effectively shape challenging and interesting and learning experiences for children both indoors and outdoors
- 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
- ensure arrangements for the safe administration of medication by ensuring written permission is recorded for specific medicines, staff are appropriately trained where the administration of medication requires technical knowledge and medication is stored safely
- implement appropriate arrangements for the supervision of staff, including staff appraisals, to provide support, identify any training needs and secure opportunities for the continued professional development of staff
- ensure that outdoor activities are planned and taken on a daily basis throughout the year
- use routine assessment, such as the progress check at age two, to identify children's strengths and where their progress is less than expected. Provide parents with a short written summary of their development in the prime areas of learning
- take steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

Inspection judgements

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

The educational programme does not adequately cover the seven areas of learning as physical development is not planned for consistently. Consequently, children's learning needs are not sufficiently met, so they can make progress in their learning. Staff make

some observations of children, generally capturing their achievements and identifying some of children's next steps. However, these lack clarity and are not consistently detailed or frequent enough to inform plans for children's next steps. This means that the planning of play experiences is not effective in matching activities to children's current individual developmental needs, so they can make good progress in their learning from their starting points. Therefore, children do not develop the necessary skills to prepare them for the next stage in their learning and school.

Each child has their own learning journal record, including an 'All about me' record sheet on which key persons record children's likes and dislikes. However, they are not consistently maintained or used effectively to help staff identify and plan for children's next steps. There are a limited choice of resources, which means that children are unable to develop their own learning styles or make independent choices of toys and resources. Some children lose interest quickly as staff are inconsistent in challenging or stimulating children through their questioning or through their interaction in children's play. As a result, they are unable to build on children's progress and plan to provide challenging, interesting experiences for children in their care. There is no planning in place for the outdoor area and it is not fully utilised. As a result, restrictions are placed on children to use and develop their physical skills and explore the natural world around them. Consequently, children use inappropriate opportunities to be active indoors, for example, running around and climbing on chairs and tables.

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 adults. The indoor learning environment offers limited resources and opportunities for learning. Staff set out resources for children, for example, piecing together a train track. Consequently, opportunities for children to problem solve and think critically are limited. Children's language development is adequately fostered because staff talk to them as they play. Staff are kind and caring in their interactions with children, but they do not capitalise on this to take children's learning forward and generally explain what is happening rather than asking open-ended questions to encourage children to think critically. Mathematics is included in everyday play. For example, staff model counting fish in the water tray and in group time all children are encouraged to count to 12 using their fingers. Children can be creative with paints and brushes and develop their imaginations through role play. For example, one child puts on an animal costume and pretends to be a sheep.

The routine of the day often limits the enjoyment children experience, such as when they are required to stop their chosen activity to tidy up and sit on the mat. Children are expected to sit for a long time within their daily routine. For example, group time, snack and story time follow on from each other. They also are limited in accessing the outdoors and having opportunities for physical play. Because of these factors, children can become bored and restless and run around the nursery, playing amongst themselves. At first they pay little attention to the member of staff trying to read a book. Once supported by another member of staff sitting with children, most older children become engaged as they listen carefully as the member of staff reads a favourite story using good expression and facial gestures. These children demonstrate they recall the story as they join in with some phrases and 'act out' being the characters. However, some younger children

continue to be distracted and restless as they have sat for a long time. Consequently, their needs are not being met. Staff support children to recognise the first letter and sound of their name. For example, at group time staff make the sounds of letters for children to mimic. Older children are encouraged to develop their early writing skills, as staff put out pencils and printed worksheets. However, the printed worksheets limit younger children to experiment and explore mark making independently through their play.

Partnerships with parents are suitable but are not specific enough to continue their learning at home. Information is shared with them on a daily basis when they collect their child. Staff meet with parents prior to their children starting at the nursery and parents have access to their child's learning journals where necessary. There is limited sharing and exchanging of information between staff and parents relating to individual children's stages of development. This restricts the extent to which staff and parents can work together to promote each child's development and interests while at the playgroup and when at home. Staff are aware of the progress check at age two but have not carried these out. They report that the manager completes the assessments where appropriate in consultation with the child's key person and these are shared with parents. However, no evidence of this happening in practice was provided. This means that a legal requirement is not met.

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

Procedures for the administration and storage of medication are inadequate and consequently, pose a risk to children. Written parental permission has not been sought for a specific medication and staff have not undergone specific training in the administration of this medication. This is a breach of the requirements. Accidents are attended to and recorded appropriately. Staff carry out daily checks and appropriate risk assessments are in place.

Children enter the building happily and settle quickly. A key person system is in operation and staff meet with new parents prior to their child starting at the nursery. Staff warmly welcome parents and children as they come into the playgroup each day and as a result, children form attachments and are comfortable with their key person. Parents are kept informed about their child's key person and about their child's day through daily conversations. Children are confident and most of the time they interact with each other adequately. Staff praise children frequently, which gives them confidence and good self-esteem. For example, a child smiles and is motivated to try and complete another jigsaw when a member of staff says 'well done!' Transition arrangements are in place to help support children as they move to school.

Generally, children's behaviour is suitably managed. For example, staff teach children to treat others with respect by reminding them to say 'please' and 'thank you' at snack time and 'not to push' at group time. However, at times this is not consistent. For example, at tidy up time some children run around the room chasing each other and climbing on

tables and ignore staff's request to come down from the table when asked.

Limitations are placed on opportunities for children to have access to fresh air daily. Children have access to an outside play space but this is not incorporated into the routine and staff only take them outside in the 'summer months'. This results in some children lacking motivation for learning, becoming bored and disinterested in what is on offer for them. Children are not developing their physical skills effectively, owing to a lack of climbing or balancing equipment. Children are familiar with the routines for personal care and ask a member of staff to take them to the bathroom as necessary.

Children are beginning to develop an understanding of healthy eating as staff discuss that 'apples make us big and strong' as they have snack. Children understand about the need to sit down to eat. Staff ask them to sit at a particular table. There are missed opportunities for children to be independent and use tools as fruit is already prepared for snack. They are able to select their own fruit when offered. They are encouraged to drink water and children's water bottles are always easily accessible, so they can have a drink whenever they are thirsty. Appropriate measures are taken to ensure children do not share water bottles. However, implementation of suitable hygiene practices to protect children's health is inconsistent as before snack children wash their hands in a shared bowl of water and use the same towel to dry their hands. Consequently, there is a risk of cross-infection, which can affect children's health.

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

The manager was not available on the day of the inspection and the named deputy is not suitably qualified to take this role. This is a breach of a legal requirement. Management and accountability arrangements are not clear and the leadership and management of the playgroup is inadequate. This is because the providers do not ensure the safeguarding and welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage are met. Consequently, there are many breaches of the requirements and these result in children's welfare not being safeguarded and their learning and development being hindered.

A safeguarding policy is in place and staff have accessed safeguarding training and have a basic understanding of their role and responsibility to safeguard children. However, there are no effective procedures to check the identity of visitors and prevent unauthorised persons gaining access to the premises. Some required documentation for the management of the playgroup is in place, such as, registers, accident records and children's information. However, some documentation, including recruitment and selection of staff and qualifications were unavailable for inspection. These are breaches of legal requirements. Suitability checks have been carried out on all staff. Adult to child ratios are maintained to protect children.

Monitoring and evaluation by management is poor. No systems are in place, such as staff appraisals and supervisions, to monitor staff performance. The manager does not yet

carry out effective supervision of staff to monitor the quality of teaching and planning. This results in poor monitoring of children's progress. Staff have some opportunities for training. Staff are not provided with opportunities to review the quality and effectiveness of their work, to receive targeted support, coaching or training to help them improve their knowledge and skills. Consequently, not all staff have a clear understanding of their roles and responsibilities, which results in inconsistent practice. This does not promote an environment where children's learning and development is effective.

The effectiveness of leadership and management in driving and securing improvement is inadequate. There is no evidence of self-evaluation in place and some recommendations from the last inspection have not been addressed. For example, children still do not have regular opportunities to access outdoors. Management are unaware of the several breaches to the requirements of the Statutory framework for the Early Years Foundation Stage, which affects safeguarding and welfare and learning and development as identified at this inspection. Consequently, they are not meeting their responsibilities and this has a negative impact on promoting children's learning and development and safeguarding their welfare.

Partnership working is suitable. The playgroup supports a child with special educational need, and/or disabilities. Partnership working with other agencies, such as the speech and language team, offer the playgroup much needed support. Transition forms ensure links with other early year's settings, such as some of the local schools and childminders help to ease transitions when children are moving on to the next stage in their learning.

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	310232
Local authority	North Tyneside
Inspection number	876858
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	24
Name of provider	Cullercoats Methodist Church Playgroup Committee
Date of previous inspection	28/09/2009
Telephone number	0191 251 5801

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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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Piccadilly Gate
Store St
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M1 2WD

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