

Al - Noor Playgroup

Batley Carr Community Centre, Hyrstlands Road, BATLEY, West Yorkshire, WF17 7JT

Inspection date

14/11/2013

Previous inspection date

03/05/2011

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

- The provider does not undertake all necessary background checks to ensure that staff working in the setting are suitable to work with children.
- The provider lacks an understanding of the statutory requirements of the Early Years Foundation Stage, such as, documentation required and for progress checks to be completed when children are aged two. This has an impact on the safe management of the setting and experiences for children.
- Observation and assessment is not robust. This means that staff are not able to ensure that the individual learning needs of all children are met.
- Information regarding children's likes and progress is not routinely gathered when children first start at the setting. Staff are therefore not able to provide from the outset stimulating activities that match children's interests.

It has the following strengths

- Staff are kind and caring. They provide children with generally good role models and as a result, children learn important values and how to share, be polite and take turns.
- Staff work closely with parents and professionals so that appropriate support for children who may have additional needs is identified.

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 staff engaging in a range of indoor and outdoor play and learning activities and daily care routines with the children.
- The inspector held discussions with the provider, her deputy and staff.
The inspector examined documentation including a sample of children's development records, planning documentation, policies and procedures and staff suitability records.
- The inspector and provider undertook a joint observation of activities in the outdoor environment.
- The inspector also took into account the views of parents who were spoken to on the day.

Inspector

Anne Mackay

Full report

Information about the setting

Al-Noor Playgroup is one of two settings managed by an individual owner. The playgroup was registered in 2000 and is on the Early Years Register. The playgroup operates from rooms within a local authority community centre, situated in the Batley Carr area of Dewsbury. The group is open each weekday from 8.30am to 11.30am and 12.15pm to 3.15pm, term time only. The children have access to a public park and sports court to the rear of the building.

There are currently 49 children on roll in the early years age range, who attend for different sessions. Children attend from a wide catchment area. There are some children attending who have English as an additional language. The group receive funding for the provision of free early education for children.

The group employs 10 members of full-time staff, of these nine hold appropriate early years qualifications. The group employs two part-time staff with appropriate qualifications to teach Islamic studies, which is an integral part of the playgroup curriculum.

What the setting needs to do to improve further

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

- undertake all relevant background checks to ensure that staff working with the children are suitable
- ensure that the progress of children aged between two and three is reviewed and provide parents and/or carers with a short written summary of their child's development in the prime areas of learning. Identify the child's strengths and any areas where the child's progress is less than expected
- ensure that observation, assessment and planning is consistently undertaken for each child, in order to ensure that learning experiences precisely meet children's individual needs
- ensure that information regarding children's progress and interests is gathered from parents, so that stimulating activities are provided to support children in their learning.

Inspection judgements

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

Children are mostly busy and engaged in activities that interest them. However, children's progress is not good enough. The setting has appropriate systems in place to observe, assess and record children's individual progress in learning, but these are not routinely and rigorously applied by all staff. Staff use the information gathered from the focused observations of children to broadly identify next steps in learning. However, these are not sufficiently implemented to ensure individual planning is carried out to meet the needs, interest and learning styles of each child who attends. Staff do not always gather information from parents about children's achievements and interests when children first start at the setting. As a result, they do not have sufficient knowledge of children to inform initial planning, to initiate learning at the earliest opportunity. Staff have not implemented the required checks on children between the ages of two and three. This means that parents are not provided with the legally required assessment of their child's development at this point. As a result of the weaknesses in collecting and using information about where children are in their learning, planned activities fail to offer children personalised learning opportunities that will challenge them. Consequently, a number of children develop and learn randomly through their interactions with each other, the staff and the environment.

The playgroup environment is bright and warm with lots of examples of children's artwork on the walls, together with interesting displays based on Islamic teaching. The playroom has a sufficient range of resources and there are opportunities for children to choose activities they want to do, for example, playing in the sand tray, painting at an easel or stretching out a mat to play with trucks and cars. Staff support children to ensure that they are all engaged in activities that interest them, intervening with activity when children seem unoccupied. There is a satisfactory balance between children leading their own play and adult-directed activities. Children benefit from the presence of the Islamic teachers who provide additional support and teaching to children in small groups. Children learn specific skills in small groups, such as, number and counting. Staff support their learning by slowly building up children's knowledge, noting down progress as they move on to the next task. However, on occasions staff will prompt children very quickly, rather than giving them time to work out their own solutions. Children who speak English as an additional language have many opportunities to practice their emerging English skills. Staff also speak to them in their home language, as appropriate, to provide additional reassurance and comfort. In this way, children develop confidence in speaking in both their home language and in English, at a pace that suits their needs. This supports children's transition to learning when they move on to school.

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

The key person system is embedded and parents are familiar with who their child's key person is. Children mostly make a smooth transition into the playgroup. However, concerns regarding recruitment of staff and their suitability to work with children, compromises the

safety and well-being of children. Their care is supported as a broad range of information for parents is displayed. Parents speak well of the setting and that their children enjoy attending. Children develop secure attachments and get to know staff well. For example, staff greet children warmly as they arrive. Children respond with smiles, happily taking off their coats and going to join their friends in their chosen activities.

Children show a generally good awareness of the importance of adopting healthy lifestyles and enjoy eating fruit and toast at snack time. They benefit from daily opportunities for outdoor play. All children appear to be enthusiastic when outdoors. They access a range of play apparatus, which supports their development of physical skills. Children demonstrate their growing confidence in climbing, running and jumping using the range of resources. All children enjoy participating in circle time as they stretch and move their bodies in different positions whilst singing traditional songs and nursery rhymes. Children know about the importance of washing their hands before eating. Their self-care skills are developed as they are encouraged to help themselves and others. For example, children are aware of the routines of the playgroup, quickly stopping talking and putting their hands in the air when a noise sounds, signalling tidy up time. They line up in an orderly manner prior to washing their hands. These systems support children's moves onto their next setting or school.

The ethos of the setting attracts children from a wide geographical catchment area and this provides them with further opportunities to develop friendships beyond their immediate networks. Staff respect children's diverse backgrounds and all children are included with the playgroup. Staff are alert to notice when children may be struggling and speedily discuss with parents whether there may be a need to access additional specialist support. Children are very well behaved and share well. This is because staff treat them with respect and their calm, assured manner provides children with a satisfactory role model to mirror. Reminders are displayed to act as additional prompts to be polite and take turns. A ladder on the wall provides children with further incentive to be helpful and children are proud to show how far they have climbed up and know how many rungs it is to get to the top.

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

The inspection was brought forward following an incident being reported that a member of staff had taken photographs a child on her personal mobile during a playgroup session. Once alerted, the provider followed guidance from the local authority. She informed Ofsted and took action in relation to the member of staff. At the time of the incident, the provider's own safeguarding policies did not include information regarding the use of personal cameras by staff. The provider has since updated her policies and ensured that all staff are aware. All staff have undertaken additional training in respect of safeguarding children. At inspection, all members of staff were able to explicitly express their responsibilities in relation to safeguarding children and in particular, were very clear that it is not permitted to use personal mobiles and cameras while working in the setting. Systems for ensuring the children are kept safe on a day to day basis are in place and operate effectively. For example, the setting is kept secure, with parents and visitors only

gaining admittance when vetted by a member of staff answering the door. Risk assessments are in place for all areas and activities and staff undertake daily visual checks to ensure that all resources and equipment is safe for children's play.

The provider does not follow her own policies in relation to ensuring that all necessary background checks are undertaken before staff begin to work at the setting. She undertakes the required Disclosure and Barring Service checks and ensures that new members of staff are not left to work on their own unsupervised until these are returned. However, she does not routinely take up references or scrutinise an applicant's employment history. As a result, children's safety is compromised.

The provider and staff are not sufficiently aware of a number of the requirements of the Statutory framework for the Early Years Foundation Stage. The provider does not sufficiently monitor the systems for observation and assessment of children's progress, resulting in a number of gaps in the identification of children's next steps. This affects planning of activities and experiences to cater for individual children's future learning. As a result, many regulatory requirements are not met and the setting is not effectively meeting the needs of the children attending. The staff group are stable and committed to ensuring that children receive positive and fulfilling experiences while at the playgroup. Staff are provided with sufficient opportunities for induction, supervision and appraisal of their work. A number of staff have benefited from the chance of undertaking further training and qualifications, which has enabled them to improve their skills in working with children.

There are currently no children attending with special educational needs and/or disabilities so staff have not had the need to make recent links with external agencies. Staff are, however, aware of who to turn to for help if children require specialist support and are active in considering making appropriate referrals when needs are identified. Parents report that they are very happy with the care that is provided. Everyday links with parents are in place and staff engage in conversation about the children at the beginning and end of the playgroup day and provide parents with newsletters, to supplement their knowledge of events and activities within the setting. However, staff have yet to develop these partnerships further by ensuring they always obtain necessary information when children first start at the setting. The lack of implementation of the required checks on children between the ages of two and three further hinders the ability of parents to contribute towards their children's progress and 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	311540
Local authority	Kirklees
Inspection number	939545
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	49
Name of provider	Safira Pandor
Date of previous inspection	03/05/2011
Telephone number	07791466138

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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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