

Barrow Pre-School Playgroup

Methodist Church Rooms, North Street, BARROW UPON SOAR, Leicestershire, LE12 8QA

Inspection date

21/11/2013

Previous inspection date

01/12/2009

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	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

- The provider has failed to notify Ofsted of changes to the individuals that make up the registered body, to ensure that children's safety and well-being is effectively promoted.
- Risk assessments do not ensure that the procedure for the arrival of children and the use of some equipment, suitably minimises the risks to children.
- The provider does not ensure that all records are accessible for inspection, with regard to the evidence of the suitability of staff, to promote children's safety and welfare.
- Staff do not consistently challenge inappropriate behaviour, so that children are supported to understand the expectations and right and wrong.
- Teaching requires improvement because planning is not sufficiently focused on the individual needs and stage of development and how these can be consistently supported.
- On occasion, children receive inconsistent messages about what is safe and therefore are not fully supported to develop an understanding of safe practice.

It has the following strengths

- Staff have a suitable understanding of child protection issues and the procedure to follow, which ensures that children are appropriately safeguarded in this respect.
- Partnership working with parents and carers is suitably developed to promote consistency of care for children's learning and development.

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 conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Full report

Information about the setting

Barrow Pre-School Playgroup was registered in 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Barrow upon Soar, Leicestershire and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from two rooms within the Methodist Church and there is an enclosed area available for outdoor play.

The playgroup employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications, including the manager who has Qualified Teacher Status.

The playgroup opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The playgroup 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 that procedures for the arrival of children effectively minimise the risk of children leaving the premises unsupervised
- ensure that the risk assessment thoroughly reviews and minimises any risks or hazards presented by equipment used by the children to promote their safety
- ensure that the records to evidence the suitability of staff are easily accessible and available for inspection to promote children's safety
- ensure that children's behaviour is managed appropriately so that children understand the expectations and right and wrong
- ensure that the planning of activities takes into account the individual needs and stage of development of all children to fully support their learning.

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

- help children to understand about their own safety and the safety of others by consistently reinforcing the expectations.

Inspection judgements

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

Children enter the playgroup happily and enjoy themselves during the session. Staff practice is variable, but overall is reasonably effective in promoting children's learning and development. Suitable support is given to help children to settle and feel welcome. All staff are effective in the phrasing of questions to encourage children's thinking. They ask open-ended questions and give children sufficient time to think and respond. For example, children are encouraged to explain what their salt dough mixture looks like when they add more flour. A child describes it as 'gloopy' or 'like porridge' and stirs it continuously until the lumps disappear. This aspect of teaching provides effective support for children's communication and language skills.

The seven areas of learning are suitably covered to support children's progress. For example, staff teach older children counting and number recognition skills during the daily group discussion time. Some older children are already recognising numbers beyond 10 and can do simple addition exercises. Children can access the outdoor area for most of the session to promote their physical skills. The information that staff record to evidence what children can do is useful. A regular update of their current stage of development effectively identifies where support might be needed. However, the planning of activities does not make full use of this information to ensure that each child's individual needs and stage of development are consistently included. As a result, while children enjoy participating in the activities on offer, they are not fully challenged to make their next steps in learning. For example, a child regularly plays alongside others and staff do not routinely encourage the child to begin to join in with others' play. The 'progress check at age two' is well written and provides useful information to inform future learning and any support needs. The coordination of support for children with special educational needs and/or disabilities ensures their inclusion within the session. Careful consideration is given to promoting their independence and enjoyment, while at the same time providing support when it is needed.

Children of all ages develop confidence and independence. This is effectively supported by the layout of the space and encouragement to decide what they want to play with. This supports children in developing the skills that they need for future learning. Some children spend long periods of time engaging in pretend play, developing their imagination. A range of resources, such as construction blocks and toys that clip together, support children's understanding of early technology and effectively promote their problem-solving skills. Parents and carers speak positively about the activities and the progress their children make. They enjoy having constant access to their child's development record and find the information useful. The information that the playgroup provides to support children's learning at home, enables a consistent approach in terms of their development.

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

Children's safety is not prioritised in every respect, to support their emotional well-being and ensure they feel safe and secure at all times. Children's understanding of safety is not consistently promoted. On occasion, staff encourage children to do things, such as stand on a chair during a particular activity, that is not otherwise acceptable at other times because it is unsafe. This is confusing for children and does not effectively teach them what is safe practice. However, at other times staff teaching is more effective. For example, a member of staff joins in with a game initiated by a child to put out a fire. She describes what happens when you put the fire out and the effects of smoke. Children also play with road safety equipment outdoors. Children's behaviour is not always effectively managed. On the whole children behave well and usually show care for the toys and resources and consideration for others. They listen to staff and follow the routines, for example, sitting at the table to eat snack. However, the occasional inappropriate behaviour of a small group of older children goes unchallenged. They sometimes run between the indoors and the outdoors. On occasion they throw a toy when they have finished with it or do not pay due consideration when joining others in an activity. As a result, they are not being effectively supported to understand right and wrong or show care and consideration for others.

Children's emotional well-being is effectively supported with regard to their move into the playgroup. Staff are friendly, relaxed and approachable. They spread themselves around the playgroup to greet children as they arrive, to promote their inclusion. Staff comfort and reassure children if they identify that this is needed. The key person gathers useful information about the child before they start and uses this to develop a supportive settling-in plan in partnership with parents and carers. Staff teaching effectively promotes children's sense of security during group activities. Younger children are effectively encouraged to participate, in suitable stages, according to how comfortable they feel with this. The manager takes a proactive approach in supporting children as they move on to school. For example, she invites teaching staff to visit the children and undertake an activity so that the children become familiar with the adults in the playgroup. Teaching appropriately focuses on providing activities to prepare children emotionally. For example, reading stories about going to school.

Children's understanding of being healthy is suitably supported. The member of staff supporting the snack table, teaches children that healthy foods are good for our bodies. Children are encouraged to try the different fruits available, to develop a varied diet. Staff teach children to independently wash their hands before eating and give appropriate praise when they do so.

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

This inspection was brought forward by Ofsted following a notification from the provider and concerns raised when a child left the playgroup unsupervised for a short period of time. A suitable review of the arrangements for promoting children's safety at the time of collection has taken place. However, arrangements for ensuring children cannot leave the premises at the time of arrival have not been reviewed. They are too dependent on the designated adult supervising this arrangement, which is prone to human error. The

provider has failed to notify Ofsted of changes to the individuals who make up the registered body. The playgroup does not effectively risk assess all equipment that children use to minimise risks and hazards. Children use a wooden theatre during free play and during the inspection, whenever it was leant on it tipped forward. No action has been taken to stabilise this piece of equipment to promote children's safety. These are breaches of the Early Years Register and of the Childcare Register. The manager describes a suitable range of checks that are undertaken by the playgroup to establish the suitability of adults working with children. This includes a Disclosure and Barring Service check. However, at the time of inspection not all of the records were available to evidence these checks. As a result, children's safety is compromised. Procedures for dealing with child protection issues are suitably established. Staff demonstrate a suitable awareness of the signs and indicators of abuse and neglect. They are clear of their role in reporting concerns to the designated person. This ensures that children's safety is promoted in this aspect.

Staff are appropriately qualified for their roles. However, staff practice is variable across the team. The manager has a teaching qualification and this is evident in the quality of her planning and delivery of activities to children. The manager has identified where teaching requires improvement, which demonstrates she has a suitable understanding of teaching and learning. However, this is recent and, therefore, has not yet had time to secure the necessary improvements, as she is usually included within staff ratios. Induction procedures are effective in ensuring that staff understand their roles and responsibilities throughout the session. For example, staff prepare, organise and deliver snack without the need for any guidance from the manager. The systems for checking the progress of different groups of children are being suitably developed. A recent analysis of the progress of older boys has highlighted that they do not make as much progress in a couple of the aspects of learning. The implementation of knowledge gained through recent training, means that this is being suitably addressed through focusing much more on children's interests. Self-evaluation is reasonably effective in evaluating most areas of practice. However, the playgroup has failed to robustly evaluate some aspects of practice to fully promote children's safety. Parents' and carers' suggestions are incorporated wherever possible. The development of photographs within children's learning journals is something which parents and carers requested and feel is very useful. This promotes consistency of care in children's learning and development.

The playgroup is well organised and proactive and, therefore, effective in coordinating support for children with special educational needs and/or disabilities. The designated person ensures suitable links are in place with other agencies and professionals and include the involvement of parents and carers. Well-maintained and clear records evidence the support in place and the progress children are making. Parents and carers comment on the usefulness of the information that they receive at the time that their child starts at the playgroup. This ensures parents and carers are informed of factors that affect the welfare of their child. Suitable consideration is given to establishing partnerships with other settings that children attend. Where children attend other settings, the playgroup is clear about what they would do. This includes sharing information about children's learning and development on a regular basis, so that consistent support is in place.

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:

- inform Ofsted of the name, date of birth, address and telephone number of members of the governing body (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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	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	226250
Local authority	Leicestershire
Inspection number	943638
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	64
Name of provider	Barrow Pre-School Playgroup Committee
Date of previous inspection	01/12/2009
Telephone number	07946 839860

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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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