

# Cleobury Mortimer Playgroup

Cleobury Mortimer Primary School, Love Lane, Cleobury Mortimer, KIDDERMINSTER, Worcestershire, DY14 8PE

## Inspection date

Previous inspection date

21/05/2014

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

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

- Leadership and management accountability and responsibilities are unclear. Monitoring and evaluation, including staff performance procedures, are weak. As a result, breaches in the requirements of the Early Years Foundation Stage have not been identified, which has an impact on children's welfare.
- Several committee members have not submitted required Disclosure and Barring Service checks to Ofsted. Therefore, children are not adequately safeguarded because the regulator has been unable to establish whether these people are suitable to be involved in an organisation providing childcare.
- The manager and staff do not consistently take account of children's differing abilities and levels of understanding when they plan and organise activities. This inhibits the quality of their teaching and affects how well they can support children. As a result, they are not always successful in ensuring every child is fully involved, behaves well and learns effectively.

### It has the following strengths

- Children enjoy the inviting surroundings, the regular opportunities to be outside, and to be active, creative and to explore.
- Good links with the host school enable the manager to access other early years staff's expertise and facilities to support her and her colleagues in helping children to make smooth transitions in to full-time education.

## **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 activities in the classroom and the outside learning areas.
- The inspector held meetings with the provider/manager and the acting head teacher of the host school.
- The inspector spoke to staff and children throughout the inspection.
- The inspector and provider carried out a joint observation, and the inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of members of the management committee, and of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety, and looked at and discussed the provider's self-evaluation form and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Rachel Wyatt

## **Full report**

### **Information about the setting**

Cleobury Mortimer Playgroup has been in running for over 40 years. The playgroup re-registered at the current premises in 2012. It is registered on the Early Years Register and is managed by a committee. The playgroup operates from a classroom in Cleobury Mortimer Primary School, South Shropshire. There are opportunities for children to use other areas of the school, such as the hall. Children have access to a secure enclosed outdoor play area and other areas of the school grounds including the Forest School. The playgroup serves children from the local and surrounding areas. Four members of staff including the provider work with the children. Of these, three staff hold appropriate early years qualifications at level 2 or 3. The playgroup currently opens for five days a week during school term times. Session times are from 9am to 3pm on a Monday and Wednesday, 9am to 1pm on a Tuesday and Thursday and from 9am to 12pm on a Friday. Children can attend for a variety of sessions. The playgroup accepts children aged between two and five years. There are currently 38 children on roll. There are close links between the playgroup and the school.

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

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

- ensure that the arrangements for assessing that all those who are involved in the childcare provision are suitable for their roles; specifically making sure members of the management committee promptly provide Disclosure and Barring Service checks information to Ofsted
- make better use of assessments to inform the planning and organisation of activities and routines to enable staff to consistently focus their teaching and support on the differing needs and abilities of the children who attend and so that each child develops the skills and understanding to learn effectively
- deploy staff effectively and ensure their consistent application of behaviour management strategies help children to behave well
- clearly define the roles and responsibilities of leaders and managers in the playgroup, and strengthen procedures for monitoring and evaluating the quality of the playgroup's provision and for supporting the manager's and staff's professional development
- record the following information for each child in their care, name and address of every parent and/or carer who is known to the provider and information about any other person who has parental responsibility for the child, which parent(s) and/or carer(s) the child normally lives with, and emergency contact details for parents and/or carers.

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

While children are adequately prepared for their future learning in readiness for school, the quality of the staff's planning and teaching is variable. The manager and staff know the areas of learning and from their observations and assessments broadly understand how well children are developing. However, their planning and their teaching are not consistently focused on children's individual abilities and their specific next steps. For example, during some whole group activities younger children are not sufficiently engaged and the behaviour of some other children disrupts stories, songs and discussions. The staff have not altered their planning and organisation of these activities to enable them to cater for children's varying levels of concentration and understanding. As a result, staff's expectations of what children are able to achieve are inaccurate. Staff are not sufficiently directing their planning and teaching where it is needed, for example in helping some children to relate better to their peers and adults and to promote their concentration, turn

taking in speaking and awareness of other's needs.

At times the manager's and staff's organisation of activities and routines inhibits how well children understand what is expected of them. For example, children are encouraged to pour drinks and cut up their fruit but it takes too long for staff to involve every child so some lose interest. During free-choice play sessions, when staff are busy supporting children's involvement in activities, they are not always aware of other children who are drifting aimlessly about or who are squabbling.

Staff interact better with children when they are learning in a small group and in such situations children concentrate and communicate effectively. For example, during a painting activity they confidently decide which paint they want and enjoy mixing the colours. They amicably share resources and talk eagerly to each other and to the adults about what they need and what they are doing. Staff make good use of practical opportunities to encourage children's recognition and use of key skills, such as numbers for counting or comparing. For example, staff and children count how many children there are when they line up to go outside. A member of staff encourages them to link this to managing their own safety by helping her to check if everyone is accounted for later. After snack time the manager helps the children to understand about comparing numbers as she talks to them about and records how many of them had a drink of water and how many of them had a drink of milk. Children are also enthused by other practical opportunities to think things out and make suggestions. For example, some children's interest in a toy barbecue prompts their planning of what they need for the picnic a member of staff suggests they might like to organise. They then go to the nature garden where some children enjoy acting this out. However, staff have not planned interesting activities for those children who choose not to take part in this role play.

There are satisfactory arrangements for involving parents in their children's learning and development. Parents are encouraged to tell staff about their children's interests and activities they enjoy at home. Staff ensure parents know the main objectives of their planning for the term and parents and carers appreciate the regular feedback they receive about their children's activities, routines and achievements. This includes staff discussing with parents the progress check they complete for children who are aged between two and three years.

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

Children's well-being and welfare are compromised because not everyone who is involved in the playgroup's organisation and management has had their suitability confirmed. In addition, although the manager and staff are caring and approachable, they are not always successful in fostering children's positive relationships with one another or their good behaviour. Staff do not consistently take account of the needs of younger children and of those who find it difficult to join in, concentrate and/or relate to others. In whole group activities these younger or less able children are often inattentive. The behaviour and responses of a few other children are at times inappropriate or disruptive during snack time, group activities or free play. Sometimes staff's work with other children means they do not notice or address this misbehaviour. They also do not consistently make their

expectations clear to children or follow through their requests to ensure children are attentive, take turns and are polite and kind to children and adults.

Other aspects of children's safety and emotional and social well-being are effectively promoted along with their good health and care. The staff use risk assessments and safety checks to ensure children are looked after in safe and secure surroundings. They teach children how to behave safely and sensibly, for instance as they move around the premises and encourage them to look after toys, for example, during enthusiastic tidying up sessions.

Children are socially and emotionally adequately prepared for moving on to school. The location of the playgroup on a school site means that children are familiar with the layout and many aspects of school life. They know the reception staff and children because they benefit from shared activities and facilities, such as joint outdoor play sessions. This helps them to be used to socialising and learning with a larger group of children. The manager and staff also consistently promote different aspects of children's independence. During activities and routines they ensure children become confident about making choices for instance about which paints they are going to use or which fruit they are going to eat. Children are increasingly confident about managing different aspects of their self-care. During mealtimes staff foster children's independence so that, for instance, they pour their own drinks and safely cut up their fruit at snack time.

The manager and staff promote other aspects of children's well-being. They make sure they know about and provide for children's individual care, health and dietary needs. The manager and staff help children to learn about the benefits of a healthy lifestyle. For instance, children relish being outdoors and are physically active. This includes taking part in a weekly fun gym sessions at a nearby sports college, enabling staff to take on some ideas for their own physical education sessions. Children enjoy eating healthy snacks, and are keenly observing the progress of the potatoes they planted. Staff encourage and promote children's effective hand washing and their understanding of why good hygiene is important. They work with parents to calmly support young children in becoming independent in their toileting.

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

Children are not sufficiently safeguarded. Procedures for assessing the suitability of everyone involved in the management of the playgroup are not effective, resulting in a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage. Several members of the playgroup's management committee, who have been in post for several months, have not yet completed Disclosure and Barring Service checks. As a result, Ofsted have not been able to assess whether they are suitable to be involved in an organisation caring for young children.

There are weaknesses in record keeping. As a result, the provider has not ensured there is a record of the address of every parent and carer who is known to the playgroup. The impact of these omissions on children's welfare is limited because the provider and staff

have other contact information available for these parents and carers. However, it does mean that another safeguarding and welfare requirement has not been met.

Overall, management accountability arrangements are unclear. As a result, the responsibilities of the provider, who is also the playgroup manager, and of the committee are not adequately defined or understood by all those involved in the management of the playgroup. This and ineffective monitoring and evaluation procedures have resulted in several breaches to learning and development and safeguarding and welfare requirements going unnoticed. In addition, although the manager and staff regularly meet to discuss their work with the children, there is limited assessment by manager or the committee of the quality and impact of the staff's teaching or practice. As a consequence of this any action plans for the manager's and staff's professional development are vague. In particular, there is limited focus on what mentoring and support they might need as a team or individually, to raise the quality of their planning and teaching or the organisation, and the management of certain activities and routines. The provider and staff adequately monitor children's learning and development through their observations and tracking. This helps them to identify gaps in children's learning and what to focus on next. However, they are not always successful following up these learning priorities in their planning, organisation of activities and resources or their teaching.

Other aspects of safeguarding are effectively managed by the provider/manager and staff. The provider and the deputy manager, who is the lead practitioner for safeguarding, ensure they and the staff keep up to date with safeguarding issues. For instance, they attend appropriate training and discuss scenarios as a team so they understand what to do if they have concerns about a child's welfare. The provider and staff work well with several different agencies who work with vulnerable children and their families.

The manager's and staff's positive relationships with parents and carers and the host school help them to get to know children and meet their needs. Parents and carers feel welcomed and appreciate the manager's and staff's regular information sharing with them about their children's activities, routines and achievements. The information they give staff about their children's care, learning and development help staff to get to know each child and especially to follow up their interests. Parents are also encouraged to tell staff about their children's learning elsewhere, for instance, if their child attends another daycare setting. This is because the provider's and staff's direct links with other providers are not so well established. In other respects, the increasingly close links between the playgroup and host school are benefitting all concerned. Children relish being on the school site. They already know their Reception class teacher and where they will be based when they start school. The provider and Reception class teacher meet regularly, creating good opportunities for sharing information about children, including moderating the provider's and staff's assessments to help the school staff to know children's starting points.

## 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

<b>Unique reference number</b>	EY443208
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	809093
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Cleobury Mortimer Playgroup Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01299270313

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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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