

# Pelican Playgroup

Pelican Centre, United Reformed Church Hall, High Street, EARL SHILTON, Leicestershire, LE9 7DH

## Inspection date

03/04/2014

Previous inspection date

12/05/2010

## 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 registered provider does not always demonstrate a thorough understanding of the importance and purpose of maintaining the safeguarding policies and procedures for the playgroup.
- The quality of teaching provided by the staff is variable and this results in children receiving inconsistent interactions from the staff in their learning.
- Children's behaviour is not always managed consistently so that children are able to respond to clear expectations and boundaries.
- There is ineffective monitoring of staffs' and students' practice which does not support and increase their knowledge of how to implement the Early Years Foundation Stage for individual children.
- Children are not always supported to learn about how to keep themselves safe in ways that are relative to their age.

### It has the following strengths

- Children are provided with a suitable range of resources and activities from which they can choose freely. Children enthusiastically join in with songs and rhymes while playing musical instruments and they enjoy listening to stories read by the staff.
- Children benefit from the effective partnerships that are in place between the staff and their parents because information is shared to enable children to feel safe in the playgroup.

## 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 observed activities in the two playrooms and in the outside play area.
- The inspector held meetings with the registered provider, deputy manager and early years professional.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector spoke with the children at times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with the children and took account of the provider's action plans.
- The inspector took account of the views of parents and carers who were spoken to on the day of the inspection.

## Inspector

Melanie Eastwell

## **Full report**

### **Information about the setting**

Pelican Playgroup was registered under its current ownership in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four provisions operated by the same private owner and is situated in Earl Shilton, Leicestershire. The playgroup serves the local area and is accessible to all children. It operates from the United Reformed Church Hall and there is an enclosed area available for outdoor play. The playgroup employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 and 6 and there are two with Early Years Professional status. The playgroup opens Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 11.45am until 2.45pm. Children attend for a variety of sessions. There are currently 60 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 a number of children who speak English as an additional language and 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 the registered person has a robust understanding of the maintenance and purpose of the safeguarding procedures of the provision
- improve the quality of teaching by providing effective support, mentoring and coaching to ensure that all children consistently receive good quality teaching to help them make progress in their learning
- ensure that children's behaviour is always managed consistently to support their learning about expectations, boundaries and their personal, social and emotional development
- ensure there is effective monitoring of staffs' and students' practice to support their ongoing professional development.

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

- extend children's opportunities to develop a sense of their own personal safety, for example, by involving them in regular emergency evacuation drills.

## Inspection judgements

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

The learning and development requirements of the Statutory framework for the Early Years Foundation Stage are not fully met. There are inconsistencies within the staff team's practice that result in children receiving variable quality interactions during their activities. For example, during outside activities children who find some snails are not encouraged to look at them closely with the magnifying glass, or to discuss the shapes and colours on their shells. In contrast, during a group activity inside, children enjoy taking part in songs that introduce them to simple rhyming words which contributes to their developing language skills. Although the staff spend time with the children during their activities they do not always use the opportunities that arise to extend children's thinking and allow them to explore their ideas. For example, during a chalking activity outside, the children are not spoken to about what they are drawing or encouraged to talk about the marks they are making. This inconsistency results in children's learning opportunities not always being identified during activities and therefore has a negative impact on their learning.

The playgroup staff suitably manage the different age groups attending because they have separate group time sessions which ensures that the stories and discussions are pitched correctly for the children in the group. Children are able to choose their own activities from the range set out for them by the staff and are able to help themselves to other items from boxes and units. Effective partnerships with parents have been established to ensure information is shared about children's learning at home and this helps the staff to generally plan appropriate activities that are linked to each child's interests. Children who have special educational needs and/or disabilities are suitably supported because the staff work closely with the area special educational needs coordinator who comes to support and observe children who require additional help. This partnership, alongside working with children's parents, promotes a cohesive approach for children with additional needs. The staff use clear language and picture cards to enable children who speak English as an additional language to settle in and feel secure.

In spite of the weaknesses that arise due to the inconsistency in the staffs' practice, the children enjoy the staffs' involvement with them and choose to take part in activities that support them being ready for their eventual move on to school. For example, they are able to be independent in their choices of activities and they show enthusiasm in their play. For example, they become excited when singing favourite songs and when playing musical instruments. The staff make observations during the children's play. They plan activities around their interests and that take account of information provided by their parents. Their files of observations, photographs and samples of their work are very well presented and are shared with parents on a regular basis.

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

Children demonstrate that they feel secure in the playgroup. They are supported to settle in when they start attending. The staff work with their parents to develop a plan to meet

their individual needs for settling-in visits. The staff ask parents for information from home to ensure that each child's care needs can be managed. The playgroup has effective partnerships in place with the local school. This ensures that they can take part in visits to the school as their time to move on draws closer and the teachers from the school are invited to visit the children at the playgroup. This partnership supports children to be well prepared for this move. Children are confident to select their own activities and to join in during small group singing and story times. They are confident to approach the staff when they need comfort and reassurance and the staff are gentle and sensitive when dealing with children who are upset.

Children are developing an understanding of the benefits of having a healthy lifestyle. They have the opportunity to play outside in the fresh air and are taken for walks to the local park and the shops. They are provided with healthy snacks and they begin to understand about managing their own personal hygiene. For example, they wash their hands after outside play, before meals and they clean their teeth after lunch. They have access to a suitable range of resources and equipment that cover all the areas of learning and they are confident to move items around to add to their play and help themselves to items they are keen to explore. Each child's personal care needs are discussed with their parents to ensure that they can be met.

Children are generally learning about how to keep themselves safe. They listen to the staff when they talk to them about holding hands and walk together when going to the outside play area and they help to tidy away the resources when they have finished playing. However, they do not learn how to keep themselves safe, for example, by talking about fire safety or practising the fire evacuation drill. Adults' expectations for the management of children's behaviour vary and are not always high enough or consistent with the policy for the playgroup. For example, some adults are rather directive in their approach with the children and do not explain why certain behaviour is not acceptable. In contrast, other adults are very positive and clear about what they expect, and take time to explain why the behaviour needs to be changed. They provide praise for the children regularly when they behave well.

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

This inspection was prioritised by Ofsted, following concerns raised about safeguarding policy, general suitability matters, behaviour management and equal opportunities. At the inspection the inspector examined how behaviour is managed, what safeguarding policy the provider has in place and how this is implemented by staff members. It was found that the playgroup meets requirements relating to its safeguarding policy, but that the registered provider has an insecure understanding of its purpose and implementation. Children's behaviour is not always being managed consistently among the staff with the result that some children are not receiving consistent messages about desired behaviour. These significant weaknesses in practice are breaches in the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

This playgroup has undergone a significant amount of staff change in recent months and

this has resulted in the staff and management having to re-establish themselves to work as a cohesive team. The staff and management are able to describe an appropriate awareness of how to manage safeguarding concerns in relation to following the Local Safeguarding Children Board procedures. Following a very recent inspection at a linked setting, the registered provider has advised Ofsted of a significant event within the required timescales and takes advice regarding the management of allegations made against members of staff. However, on the day of the inspection the registered provider did not demonstrate a secure understanding of the importance and purpose of reporting safeguarding concerns to Ofsted as soon as is reasonably practicable. Suitable recruitment procedures are in place and all the adults working with the children have the required clearances in place.

There is currently little supervision in place to coach and mentor the staff and students in order to continue to develop their knowledge and understanding of how to consistently implement the Early Years Foundation Stage for individual children. This results in variable practice within the staff team. The registered provider generally oversees the planning and assessment of the children's observation files through carrying out spot checks to ensure they are up to date. Therefore, many files are well presented. However, these spot checks have not highlighted the variability in practice. Some of the staff are highly qualified and demonstrate good teaching skills. However, because the staff team have not yet come together to work cohesively there are inconsistent levels of teaching for the children attending.

The partnership working with parents, other providers delivering the Early Years Foundation Stage and with other agencies is beneficial to children feeling secure and having a smooth transition between home, their other carers and the playgroup. The staff have begun to implement reflective practice to evaluate their activity with the children and they have identified a number of action plans for the improvement of their service.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	EY342539
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	967292
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Beverley Hutt
<b>Date of previous inspection</b>	12/05/2010
<b>Telephone number</b>	0777 579 2861

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

