

The Park Playgroup

Chaddesden Memorial Hall, Chaddesden Lane, Chaddesden, DERBY, Derbyshire, DE21 6LN

Inspection date	20/05/2014
Previous inspection date	06/02/2011

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		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

- Staff do not have an adequate understanding of their safeguarding policies and procedures. Consequently, the welfare of the children is compromised.
- The playgroup does not have sufficient procedures in place to ensure that the environment is safe. As a result, children are not adequately protected from risks.
- The provider fails to implement procedures for the recruitment of new staff effectively to establish their ability to fulfil the requirements of the role.
- The quality of teaching is are inconsistent. Staff do not always know how to encourage children to engage in play and extend their learning.
- Staff do not have access to an adequate programme of professional development. As a consequence, weaknesses in practice are not sufficiently addressed.
- The staff do not sufficiently encourage parents to engage in their child's learning to enable learning to be fully supported at home.
- The organisation of the day does not always motivate children to learn. For example, learning is interrupted at snack time, meaning that they become bored and disengaged in learning.

It has the following strengths

- Children develop warm bonds and attachments with staff. They are happy and enjoy their time at 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.

Inspection activities

- The inspector observed activities in the main hall, side rooms and the outdoor area of the playgroup.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector carried out a joint observation and held meetings with the playgroup manager.
- The inspector viewed a selection of documentation, including suitability checks and the policies and procedures of the playgroup.

Inspector

Elaine Tomlinson

Full report

Information about the setting

The Park Playgroup was registered in 1999 and is on the Early Years Register. It is situated in a Memorial Hall in the Chaddesden area of Derby and is privately managed. The playgroup serves the local area and is accessible to all children. It operates from the main hall, a side room and there is an enclosed area available for outdoor play. The playgroup employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications; five at level 2, five at level 3 and one at level 6. The playgroup opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The playgroup supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that all staff understand the safeguarding policy and procedures and have an up-to-date knowledge of safeguarding issues.

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

- implement effective procedures to identify and manage risk and ensure that the environment is safe
- implement suitable procedures for the recruitment of staff to ensure they have the ability to carry out their role
- develop and implement teaching methods which enable all staff to appropriately support and encourage children's learning as they play
- improve the programme of professional development to provide appropriate training and address weaknesses in practice.

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

- enhance the information which is shared with parents to provide ways for them to be more involved in their child's development and enable them to continue children's learning at home
- review and assess the routine of the day to allow more opportunities for children to make choices about what and when they carry out activities so they are appropriately motivated to learn.

Inspection judgements

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

The playgroup provides a sufficient range of resources, which staff use to promote the seven areas of learning. Children arrive happily at the playgroup and settle quickly at the selection of interesting activities, which the staff have prepared. In general, staff have a reasonable understanding of how to encourage children's learning effectively and

demonstrate suitable teaching skills. For example, staff ask questions that encourage the children to think. In addition, some staff engage in play with the children, making suggestions to develop thinking and extend learning. As a result, children are mostly supported to develop appropriate skills, which prepare them for their future learning. However, the quality of teaching at the playgroup is variable. Not all staff demonstrate the ability to encourage children to participate in learning and do not interact sufficiently with them so as to extend their thinking. Subsequently, not all children are actively engaged in learning.

Children participate in creative activities; they explore paints and colours as they mix and print with sponges. They dig in sand and discover textures as they play in cereals and with ice. Children learn about animals as they discuss hot and cold climates with staff and learn more about the world around them. Physical development is supported as children balance on stilts and ride on wheeled toys in the garden. They build with bricks and manipulate pieces into jigsaws. Staff encourage children to use their imagination as they play at the doctor's surgery and visit the milkshake cafe. They use mathematical skills to count their friends and sort a range of shapes into baskets. An assortment of pens and pencils are provided and children make marks and draw faces as they talk about each other's differences. They share books with staff, who engage children in the story by asking questions and use effective props.

The playgroup's key-person system enables staff to gain a reasonable understanding of children's abilities and developmental needs. Staff regularly observe key children as they play and make appropriate assessments of their developmental progress. Staff obtain from parents generally good information before children start at the playgroup, which enables staff to arrange for any initial needs to be met. Individual learning is appropriately planned for and developed, which suitably supports children with special educational needs and/or disabilities. Each key person plans suitable activities to incorporate key children's ongoing developmental needs and interests. This means that, overall, children are not making good progress. Staff discuss basic information with parents about their child's learning and provide them with access to the online facility, which the playgroup uses to record their children's learning and development. This provides parents with reasonable information about their child's progress. However, strategies to engage parents in their child's learning are limited. This means that children's learning between home and playgroup is not sufficiently supported.

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

Staff are appropriately deployed to supervise the children effectively and support children to develop some understanding of how to keep themselves safe. For example, children are encouraged to walk inside and staff supervise children as they walk on stilts. In spite of this, children's safety and well-being is compromised as procedures to identify and manage risk in the playgroup are ineffective, for example, the risks involved as children help themselves to resources from the stage area, such as falling boxes to the floor, have not been considered. In addition, because robust recruitment procedures have not been effectively implemented, safeguarding procedures are not sufficiently robust to ensure staff are suitable to fulfil the requirements of their role, therefore, posing a risk to the

safety of the children. This compromises children's safety.

The play areas are spacious and suitably arranged to enable children to use the resources with some independence. Children explore the environment with confidence using their imagination as they move between the outdoor and indoor areas. However, choices about what they play with are limited because not all equipment is accessible at all times, meaning that they are unable to select additional resources to extend their play. Most children are suitably well motivated to learn. However, the routine of the session can mean that sometimes children are waiting for activities to be set up; therefore, they become bored and disengaged in learning.

Children develop warm bonds with the playgroup staff, who are friendly, caring and respond appropriately to the needs of the children. The playgroup's settling-in procedures enable staff to spend time with children and their parents to gather generally good information, which helps to support the emotional well-being of children when they start. For example, parents share children's favourite toys. This means that children commonly settle well into the playgroup. Children mostly play cooperatively together and learn to respect and tolerate each other's differences. This is because staff are effective role models as they are polite and respectful. Staff demonstrate how to use appropriate manners well, which in turn means that children are well mannered. Children develop reasonably good levels of self-esteem, as staff praise achievements throughout the session. Staff suitably manage behaviour. They effectively intervene in and make their expectations of behaviour clear. As a result, children behave appropriately.

Children are provided with a healthy menu of snacks and drinks. At snack time, staff arrange children in their key groups and offer support to the children as they serve their own food and pour their own drinks. Staff sit with the children and lead discussions, such as why we wash our hands, which helps to reinforce children's understanding of how to keep themselves healthy. Older children go to the toilet by themselves and wash their hands independently and staff support younger children as they learn how to use the potty. Therefore, children learn appropriate self-care skills, which help to promote their well-being. Regular opportunities to be active are well exploited and children engage in an appropriate level of physical exercise throughout the session. They are encouraged to move and be physical as they play outside and they jump and dance as they sing their favourite songs during circle time. As a result, children are generally suitably supported to be healthy.

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

The inspection was prioritised following the provider notifying Ofsted of a serious accident involving a child. Following a recent visit by Ofsted the provider received a notice to improve to ensure that appropriate safeguarding practice, policies and recruitment procedures are in place to protect the welfare of the children. However, this inspection found that the playgroup team lacks sufficient understanding of their responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. As a consequence, a number of requirements are not being met, which does not protect the

safety and well-being of the children. Policies and procedures are in place, however, following the introduction of new safeguarding policy and procedures, the playgroup management team have not taken steps to ensure that staff understand the updated procedures, to ensure that children are fully safeguarded. This was raised as a weakness at the last inspection. Steps have been taken to develop some safeguarding practices. All staff have been subject to the relevant Disclosure and Barring Service checks. However, this inspection found that procedures for the recruitment of staff are not sufficiently robust to ensure that staff are suitable to carry out their role, which is a breach of the requirements of the Early Years Register. Additionally, the playgroup management team do not follow safer recruitment processes, such as advertising for staff, obtaining previous employment history and taking up references. This is because staff come from the local community and are often previously known to the playgroup management team, which means that they are not always subject to robust vetting procedures. Some aspects of practice help to ensure that the safety of children is promoted. Staff respond appropriately to accidents and make written confidential records, which are stored securely in the playgroup. In spite of this, procedures to ensure that the environment is safe are not sufficient, such as the assessment of children's safety when they access the stage area, and risks are not suitably managed to ensure that children's welfare is adequately promoted. This is also a breach in requirements.

The playgroup management team has an acceptable understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. Systems to observe and assess the development of children have been progressed to ensure individual learning of children is well planned for. Each key person is responsible for making sure that the next steps in children's development are incorporated into the process. Regular monitoring by the management team helps to ensure that children, in general, make steady progress. However, arrangements to monitor and appraise staff's performance are not sufficiently embedded into practice. As a result, the poorer aspects of teaching have not been suitably addressed to help promote the learning of the children. Staff have few opportunities to attend additional training. They are not provided with a thorough induction into the playgroup and do not have access to an adequate programme of professional development, which is also a breach in the requirements. As a consequence, staff are not encouraged to develop their skills and are not adequately supported to meet children's emerging needs.

The staff team is passionate and keen to improve the playgroup. Staff have recently begun to work closely with the local authority support worker. Nonetheless, this relationship is in its early stages and has not developed sufficiently to have had a significant impact on the working practices of the playgroup. Reasonable plans are in place to determine continuous improvement and most aspects of practice are suitably reflective. The playgroup has developed some effective partnerships with parents, such as the annual parents' review. Parents are generally positive about the playgroup and feel that staff are very supportive. However, strategies to engage parent's in their child's progress are not fully developed. The playgroup has appropriate links with local schools and childminders and share reasonably good information with them, to support the consistency of learning across settings.

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	206160
Local authority	Derby, City of
Inspection number	969100
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	47
Name of provider	Theresa Hartwright
Date of previous inspection	06/02/2011
Telephone number	01332 675980

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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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