

Nether Heage Playgroup

The Village Hall, School Lane, HEAGE, DE56 2AL

Inspection date	22/09/2014
Previous inspection date	28/01/2011

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		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

- Staff do not appropriately safeguard children. Staff are not familiar with the correct procedure in the event of an allegation of child protection. They do not always share and gather information with appropriate agencies. They do not risk assess all equipment to identify possible risks and hazards to children.
- Systems to manage the performance of staff and identify appropriate support are not suitably developed. This means that the setting is not driving continuous improvement to positively affect the quality of provision for children.
- The quality of teaching is inadequate. Staff do not deploy themselves effectively to guide children's learning and development. They do not use observations effectively to accurately establish what children can do and identify appropriate next steps in learning. Activities do not provide suitable variety or challenge for children to help them to progress in their learning.
- The setting does not develop a partnership with all of the other settings that children attend, to promote consistent support for their learning and development.
- Staff do not consistently support children to develop an understanding of the boundaries, expectations and how to keep themselves safe.

It has the following strengths

- Staff gather some useful information from parents and carers, which means they have some awareness of 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.

Inspection activities

- The inspector observed activities in the hall and the outside learning environment.
- The inspector held meetings with the supervisor and chair of the committee.
- The inspector looked at children's assessment records, planning documentation, accident records, children's registration forms and other documentation.
The inspector checked evidence of the suitability and qualifications of the staff
- working with the children, the provider's self-evaluation form and records of visits from the local authority.
- 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

Nether Heage Playgroup opened in 1982 and is registered on the Early Years Register. It operates from Nether Heage Village Hall in Nether Heage, Belper, Derbyshire. It is managed by a committee. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs three members of childcare staff and two volunteers. Two staff hold an early years qualification at level 3 and one at level 2. The setting opens Monday, Wednesday and Friday during term time. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure that staff dealing with allegations of child protection being made against adults who work in the setting, are familiar with the correct procedure to follow, in line with any guidance from the Local Safeguarding Children Board
- obtain and share information with relevant agencies and professionals to ensure the needs of all children are met
- ensure that risk assessments thoroughly review the safety of all equipment and clearly establish how any risks will be managed to ensure children's safety
- devise arrangements for the supervision of all staff to identify support, coaching and training that promotes continuous improvement of the setting and the interests of the children
- ensure observations are used effectively to understand children's actual level of achievement and to shape appropriate learning experiences for each child to help children to make good progress towards the early learning goals
- plan challenging and enjoyable experiences, through a mixture of adult-led and child-initiated activities, that take into account children's stages of development to help them to make good progress in their learning and development
- ensure that staff are deployed effectively throughout the session to ensure children's needs are met and to provide effective support for children's learning and development
- enable a regular two-way flow of information between providers where a child is attending more than one setting, to provide consistent support for their learning and development
- ensure that staff consistently support children to understand the boundaries, expectations and how to keep themselves safe, with particular regard to tidy away time, snack and the use of equipment, such as the slide and wheeled toys.

Inspection judgements

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

The quality of teaching is inadequate. Staff observe children to identify what they already know. They carry out a regular assessment of each child's stage of development; however, this is not always accurate. When staff identify the child's next steps in learning, they do not always explore exactly what skills the child needs support with. Therefore, they do not identify exactly what they need to do to help the child to progress in their learning. The planning of activities does not take into account children's next steps or provide a suitable number of adult-led activities, particularly for the older children. Children have opportunities to choose their own activities at specific times during the session. However, the planning of the whole group snack time halfway through the session means that sometimes children are interrupted in their play, when they would prefer to continue what they are doing. This does not effectively promote their independence at this time. Also, staff do not clearly or consistently explain that they want the children to tidy away in preparation for snack. This means on occasion this becomes chaotic, as some children continue to play, while some try to tidy away. Due to staff not effectively supporting children to understand the expectations at this time, they do not always promote children's personal, social and emotional development. Furthermore, staff do not always interact effectively with the children to guide or extend their learning. As a result, children sometimes wander between activities and do not always engage in play for any length of time. This also means that children do not receive appropriate support to develop the skills they need for future learning.

Staff sometimes chat to children during play, to encourage their communication skills. Staff also provide activities to determine children's level of understanding with regards to their communication and language. They occasionally use questions to encourage children's thinking and to extend their learning, for example, when a member of staff prompts a child to recognise colour mixing during a painting activity. Children enjoy the role-play area where they engage in pretend play and develop their imagination. They also enjoy using play dough to make pretend food. A member of staff suitably demonstrates how to cut out shapes and squash the dough back together, when they are ready to make something else. She encourages children to count how long their pretend food is in the microwave and for younger children this supports them to count to five. As children join the activity, the member of staff makes sure that each child has some dough and space around the table, to support their inclusion. Children develop their physical skills as they run around outdoors. There is a regular story session to promote children's listening and concentration skills, although this is not always effective. Staff are not always effectively deployed and on occasion, one member of staff has a large group of children. When one child interrupts the session, she struggles to manage this as well as to give sufficient attention to the other children.

Staff gather some useful information from parents and carers, about their child's learning and development, as children start at the setting. This includes where children are at in their development, for example, with regards to their self-care skills. They also ask parents and carers to highlight any support they feel their child needs in their learning and development. They share the termly assessment of the child's stage of development and encourage parents and carers to comment and share any information they have about their child's development. When staff share information with parents and carers, about how they can support learning at home, this is useful. For example, to prepare children

who will separate from their friends, as their friends leave the setting to go to school, staff suggest that parents and carers encourage new friendship groups.

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

Weaknesses in practice relating to the safeguarding of children have an impact on children's well-being. The setting is not proactive in gathering and sharing information with other agencies and professionals that are supporting children and their families, to ensure there is consistent support. Where there is information that they feel they need to share, they do not always direct this to the most relevant person or agency, to ensure children's needs are met. Staff are not clear on the procedure to follow regarding an aspect of child protection, to secure children's well-being in this regard. There is a lack of rigour in risk assessing all of the equipment that children use, to identify risks and hazards. Therefore, staff are not clear on what is and is not appropriate use of equipment. Therefore, when children are using sit and ride toys and the slide outside, staff do not explain or guide children how to use them safely. Consequently, because of this lack of guidance, children ride down the slope of the playground and bump into others, because they are unable to stop the vehicle in time. They also slide down the slide and climb up it even when other children are using it. Therefore, staff do not help children to develop an understanding of how to stay safe or appropriate boundaries. Staff do not always deploy themselves effectively throughout the session. They initially spread themselves around the room and position themselves at different activities. However, they frequently move around and this means that any interaction with children is often interrupted. As a result, staff do not effectively support children's engagement in play or their learning and development.

Staff provide appropriate support to help children to settle when they are new to the setting. They comfort and reassure children if they are upset or anxious and try to distract them. They support the parents and carers to stay and settle their child if needed. They gather information about children's likes and dislikes and try to match this to the toys and resources that they lay out. Staff provide suitable support for children as they move to school. They visit the school at different times of the year to participate in activities, so that children become familiar with the environment. They invite the teacher into the setting to meet the children, so that they become familiar with the staff that will be working with them. Staff talk positively to children about going to school and therefore, promote their emotional well-being in this regard, to alleviate any anxieties they may have.

The learning environment is usually organised effectively to promote children's enjoyment. Staff set up the room before children arrive so that they can immediately start playing. They display additional toys and resources in trolleys at the side of activities for children to choose. They usually lay out the room so that children have sufficient space to move around between activities and play comfortably. When staff provide free movement to the outdoors during the session, children enjoy the opportunity to choose where they play, which promotes their independence and decision-making skills. It also gives children opportunities to develop their physical skills and enjoy fresh air and exercise. Some staff help children to develop an understanding of a healthy lifestyle, for example, good

hygiene practice. They prompt children to explain why it is important to clean their hands before they eat. They also guide children how to clean their hands thoroughly, through an appropriate demonstration. Staff provide a healthy snack and drinks for children, to promote their good health.

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

The setting does not meet all of the requirements of the Early Years Foundation Stage. This inspection was prioritised by Ofsted, following information received about how the setting is promoting children's learning and development, ensuring children's safety with regards to the use of wheeled toys and driving forward improvements. Staff do not effectively implement the learning and development requirements to support children to make sufficient progress towards the early learning goals. Staff do not always thoroughly risk assess the equipment that children use to identify potential risks and hazards. This means that they do not fully minimise the risk of accidents or help children to understand how to use equipment safely. The evaluation of the setting is not currently effective in identifying all of the weaknesses in practice and how to make the necessary improvements. The inspection also identified that staff responsible for dealing with allegations of child protection against a member of staff, are not clear of the correct reporting procedures. This potentially compromises children's safety and well-being. They do not take a proactive approach to sharing information with other agencies and professionals, where there is identified involvement with the family. Staff can give some appropriate examples of signs of abuse or neglect that would give them concern. However, the setting does not always share information with relevant people where they have identified information or concerns about a child. Procedures to establish the suitability of adults working with children are adequate. There is a record of the Disclosure and Barring Services checks for staff and volunteers and information about their qualifications, training and personal details and emergency contacts. Some procedures promote children's safety. For example, staff monitor the arrival and collection of children so that they do not leave the premises unsupervised.

Procedures to ensure the ongoing suitability and continuous professional development of staff are not suitably developed. Staff attend regular meetings and discuss what they will plan to support children's learning and development. The supervisor undertakes some informal observations of staff during the session; however, she does not routinely evaluate their practice or give them feedback on what needs to be improved. Staff complete written records on children's learning and development; however the management team do not effectively monitor the quality and usefulness of the information. This means that there is insufficient monitoring of children's learning to ensure they make sufficient progress towards the early learning goals and enjoy a broad and balanced curriculum. Staff do attend different training events and continually update their knowledge and skills in first aid and safeguarding. However, they do not consistently share information they gather from training with other staff in the setting. Furthermore, they do not always evaluate what they have learnt to identify how they can bring about improvements to practice. As a result, support for children's learning and development is currently inadequate. Evaluation of the setting is not rigorous enough to identify the weaknesses identified at inspection.

Where the setting does identify areas for improvement, these are not brought together so that they can prioritise them and identify exactly how they will be actioned. The management team acknowledge that practice within the setting needs to improve and show willingness to work towards implementing the necessary changes, to benefit the children who attend.

The setting gathers and shares some relevant information with parents and carers to meet children's needs. They ask about any support needs at the time of placement. They chat to parents and carers as they collect children and give feedback on what their child has been doing during the session. The special educational needs coordinator describes appropriate action they take when supporting children with special educational needs and/or disabilities. There is suitable consideration of how the setting would support children who speak English as an additional language. However, the setting does not currently work in partnership with all other settings that children attend, to ensure there is consistent support for their learning and development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	206823
Local authority	Derbyshire
Inspection number	983317
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	24
Name of provider	Nether Heage Playgroup Committee
Date of previous inspection	28/01/2011
Telephone number	07779 823971

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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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