

# St Peters Playgroup

St Peters Community Centre, 119 Brierley Street, Stalybridge, SK15 2ED

<b>Inspection date</b>	03/10/2014
Previous inspection date	07/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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How well the early years provision meets the needs of the range of children who attend		4
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## The quality and standards of the early years provision

### This provision is inadequate

- Managers have a poor understanding of their responsibilities in regard to safeguarding children. They have not informed Ofsted of a change to the committee and they do not have a secure knowledge of managing allegations against staff. Recruitment procedures are not robust, therefore, children's safety is significantly compromised.
- The key-person system is not fully effective because planning is not tailored to meet children's individual learning needs. Staff do not have an appropriate understanding of child development or how children learn. The quality of teaching is poor and the educational programmes do not motivate children to learn. This does not support children's progress across all areas of learning.
- Management systems for the identification of weaknesses in the staff practice are poor. Managers do not have a good enough understanding of the learning and development requirements in order to support staff to improve the quality of teaching.
- Partnerships with parents and other providers do not fully support children's progress. Staff do not ensure children receive a complementary approach to their learning.

### It has the following strengths

- Clear and consistent strategies are implemented by staff to manage children's behaviour positively. Therefore, children behave well in relation to their age and stage of 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 had a tour of the premises and held a meeting with the manager of the playgroup.
- The inspector and the manager completed a joint observation.
- The inspector looked at some documentation including staff suitability and qualification records, and children's development files.
- The inspector and the manager discussed the playgroup's priorities for improvement.
- The inspector ensured the views of parents were taken into account.

## **Inspector**

Karen McWilliam

## **Full report**

### **Information about the setting**

St Peters Playgroup was registered in 2008, and is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It operates from a community room in St Peters Community Centre in the Stalybridge area of Tameside and is managed by a committee. The playgroup serves the local area and there is an enclosed area available for outdoor play. The playgroup employs six members of childcare staff. Of these, two hold appropriate early years qualifications at levels 3 and 5. The playgroup opens Monday to Friday term time only and sessions are from 9am until 11.45am. There are currently 19 children attending who are in the early years age group. The playgroup 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**

**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 all staff implement an effective safeguarding policy with particular regard to following correct procedures for managing allegations against staff

implement robust recruitment procedures when employing staff.

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

- ensure staff support children's communication and language skills by giving children time to respond to questions and by asking open-ended questions that encourage them to think critically
- ensure that the ongoing assessments of children's progress are precise and analyse this information to support their individual next steps in learning to make sure all children make good progress
- ensure the key-person system is improved to consistently tailor the learning and care provided for each child to their individual needs
- ensure the individual needs, interests and stage of development of each child is considered when planning challenging and enjoyable experiences to support their learning and development in all areas of learning
- ensure partnerships between staff and parents and other early years settings are used effectively to provide a complementary and consistent approach to children's learning
- ensure that staff's practice is monitored through effective coaching and supervision to identify any training needs and support them to improve their personal effectiveness to raise the quality of teaching and learning for children.

**Inspection judgements**

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

Staff do not have an understanding of child development and how children learn. As a result, the activities provided for children lack sufficient challenge and other experiences, such as worksheets, set children up to fail because the expectations staff have of what

children can do are unrealistic. For example, children aged two years, that staff have identified cannot yet hold pencils correctly, are encouraged to write numbers. Furthermore, the key-person system is not fully effective because staff do not tailor the planning to meet children's individual learning needs. The activities that staff are in relation to the age of the children and not necessarily appropriate for their individual needs or stage of development. In addition, information obtained from observations and assessment is not used well enough. As a result, the quality of teaching is poor and the planned activities do not match children's interest and motivate them to learn. Therefore, children do not acquire the skills needed for school. Staff have implemented some ways to inform parents about their child's day at playgroup, such as ensuring their development files are accessible and providing feedback to parents at the end of children's sessions. However, worksheets, that are not always age appropriate, are sent home with children. This practice does not help parents to support their children's learning at home because what is provided by staff is not effectively matched to the stage children are at in their learning.

The quality of staff's interactions with the children is not of a high standard. For example, pre-school children decorate boxes with various media to support their awareness of the number two. Staff say to children, 'What else do we have two of?' Then almost immediately, before children have time to respond, staff reply, 'eyes'. In addition, they direct children about where to place their materials while moving the materials around, thereby limiting some children's free choice. Staff provide limited challenge for children, for example, while children are gluing lids on boxes, staff do not extend their discussion about what they are doing which does not support children's communication and language skills. Furthermore, children are not fully supported in their mathematical development or to use their imaginations and express themselves creatively. However, staff do introduce some descriptive words into the conversation, such as 'sparkly' and 'soft', to extend their vocabulary. Staff have implemented some ways to support children who speak English as an additional language and who have been identified as having special educational needs and/or disabilities. For example, they work with parents and other professionals to ensure they have the required information in place to support them as they settle in.

Children have access to some suitable activities and resources that support their literacy development. For instance, staff display some print in the environment, such as the alphabet and some words, this displays draws children's attention to the formation of letters. Children make marks in sand, and paint with water and brushes outdoors. They have access to crayons and pens that enable children to make marks on the easel and paper. As a result, children are making some attempts at writing. In addition, staff sound out letters while they are reading stories. For example, they tell children that 'r' is for red and children respond by saying that 'r' is in their names. Staff introduce some mathematical language into children's play. For instance, they introduce big and little while children fit shapes into jigsaw puzzles, and all the children count to 10 together upon arrival when they are all sat in a circle. This gives children some opportunities to develop their awareness of size and numbers. Since the last inspection, the playgroup has improved the resources that support children's awareness of technology. For example, children have access to a laptop, electronic and interactive toys that they are able to use to support their learning. Children's physical skills are satisfactorily supported. They have access to a slide, wheeled toys and staff set up a suitable range of equipment, such as

balls and hoops, during each session that encourage children to be active and develop their small and large muscles.

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

The management team do not have robust recruitment procedures in place to ensure all staff are suitable to work with children, this puts children at risk. In addition, care is not taken to monitor the children's well-being in order to safeguard their welfare. The key-person system fails to ensure that children's learning and development is tailored to their individual needs. However, staff do form relationships with children and their families in order to support children while they are settling in to the playgroup. In addition, they offer individualised settling-in sessions and staff obtain some information from parents during initial visits. For example, they find out information on children's likes and dislikes and dietary and medical needs, and use this information appropriately to tailor children's care to meet their individual needs. As a result, children settle well. In addition, older children demonstrate care and concern for the new children. For instance, they offer to hold the hands of children who require reassurance and support some activities. Staff have implemented some ways to emotionally prepare children for their move on to school and nursery. For example, they suitably support children to be independent, including putting their own coats on and talking to children about their new settings.

Children behave well in relation to their age and stage of development and have formed appropriate relationships with each other and staff. This is because staff are satisfactory role models who use consistent strategies, such as praise, to acknowledge and reaffirm the behavioural expectation of the playgroup. Children take part in some planned activities that support them to keep themselves safe. For instance, they take part in termly evacuation practices, so they are aware of how to proceed in an emergency, such as a fire. Children have access to a suitable range of safe, clean and age-appropriate resources that are stored within easy reach. This enables them to make some choices as they independently choose what they want to play with.

Children have healthy snacks and drinks, such as fruit, water and milk. In addition, staff sit with children while they are eating to explain the benefits of a healthy diet and children grow some of their own vegetables, which they eat when ready. Children have constant access to outdoors, so they benefit from fresh air. They play in a very clean environment and take part in some suitable hygiene procedures, such as washing their hands before snack. All of which suitably supports children to develop healthy lifestyles.

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

The management team have an inadequate understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage framework. They are not aware of the events that need to be notified to Ofsted. Consequently, they have failed to notify Ofsted of a change to the committee members. The management team do not have a secure understanding or procedure in place for managing any allegations against people working or in contact with the children at the playgroup. For example should there be any

allegations regarding a member of staff working at the nursery, the management team do not know how to proceed once staff have reported their concerns. The provider does not take all steps to ensure that adults working alongside children are suitable to do so because they do not always ask for references from past employers or others who know the candidate well enough to confirm their suitability. This demonstrates that safeguarding children is not given a high enough priority. This means that the management has breached legal requirements on the Early Years Register and the Childcare Register. Despite this, staff demonstrate a basic awareness of possible indicators of abuse and know who to report such concerns to. Staff complete daily risk assessments of the premises, indoors and out, to ensure children are safe while they play and explore in the playgroup.

The management team and the staff do not have an adequate understanding of the learning and development requirements. The training and skills held by some members of staff are not used effectively to ensure that staff's teaching promotes good progress for children. There are no systems in place to promote the personal effectiveness of staff because the management team do not identify poor practice or have the skills to recognise what good practice is. As a result, children do not receive a range of play and learning experiences that are suitable for their stage of development. Therefore, children are not consistently inquisitive and motivated learners. Staff expectations of children are either much too high or much too low. Staff do not use appropriate teaching strategies to skilfully question children during activities or give them sufficient time to respond when they do ask a question. Furthermore, information from observations and assessments of children is not used to shape the activities and experiences that are offered to children, to make sure they meet their individual learning needs. This is because managers do not identify priorities for improvement and training needs. The managers have started to evaluate the service they provide with support from their local authority worker. However, this has not been good enough to secure the improvements that will benefit the children the most, such as improving their overall knowledge and understanding of the Early Years Foundation Stage. However, there have been some improvements made by the management team. For example, some of their previous recommendations and an action have been addressed and met at this inspection. Risk assessments are now completed to ensure aspects of the physical environment are safe for children. They have ensured that there is some print in the environment for children to refer to, which provides some support to their literacy development and have provided children with equipment to support their awareness of technology. However, there are major weaknesses that mean staff do not meet children's needs or support their learning and development. For example, management has not addressed the previous recommendation to build relationships with other providers of the Early Years Foundation Stage. As a result, children that attend other nurseries in addition to the playgroup are not provided with a complementary approach to their learning because the staff do not obtain any information from other settings.

Staff have formed positive relationships with parents but do provide parents with the opportunity to support their children's learning at home. Discussions with parents at the inspection indicate they are happy with the staff and they find them friendly and approachable. Staff demonstrate they adequately understand the importance of working alongside some professionals, such as the speech therapist, to ensure some of the

children's learning needs are met. Staff show they have a suitable awareness of liaising with teachers when the time arrives for children to move on to school. This means that they provide teachers with some information regarding the children in order to provide for some of their learning needs.

### 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 any changes to the nominated person (compulsory part of the Childcare Register)
- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (compulsory part of the Childcare Register)
- inform Ofsted of any changes to the nominated person (voluntary part of the Childcare Register)
- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (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. 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

<b>Unique reference number</b>	EY367677
<b>Local authority</b>	Tameside
<b>Inspection number</b>	821175
<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>	24
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Shrewsbury Roman Catholic Diocesan Trust
<b>Date of previous inspection</b>	07/12/2009
<b>Telephone number</b>	07842188533

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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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