

# Breadsall Playgroup

Memorial Hall, Brookside Road, Breadsall, Derby, Derbyshire, DE21 5LF

<b>Inspection date</b>	09/12/2014
Previous inspection date	31/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The provider has not carried out full suitability checks for all staff members. As a result, children's well-being is at risk. In addition, risk assessments are ineffective and have failed to identify and minimise risks to children's safety.
- Staff do not assess children's learning rigorously enough to identify their next steps or gaps in their learning. As a result, they do not plan challenging activities that meet children's individual needs. Consequently, children make inadequate progress in their learning and development.
- The manager does not effectively monitor the educational programme, children's progress and staff performance consistently enough, to ensure the quality of the playgroup is appropriate.
- Staff do not use effectively or provide a stimulating and inspiring outdoor environment for those children who prefer to play outside.

### It has the following strengths

- Staff and children are forming secure attachments, which supports their emotional well-being appropriately.
- Children benefit from the positive partnerships staff develop with their parents, which contributes to continuity in their care and learning.

## 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 spoke to the children, parents and staff and held discussions with the manager and members of the committee.
- The inspector observed children in their play, adult-led activities and snack time.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and sampled some policies and procedures and the setting's improvement plan.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Breadsall Playgroup was registered in 1992 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the memorial hall in Breadsall village, in Derbyshire. The group have access to a large hall, small side room, kitchen and toilet facilities. The playgroup opens Monday to Friday, during school term time. Sessions are from 9am to 12 noon and 12.30pm to 3.30pm. A lunch club is run on Tuesday and Wednesday from 12 noon to 12.30pm. Children attend a variety of sessions. There are currently 25 children on roll, all of whom are in the early years age range. The playgroup receives funding for two-, three- and four-year-old children. There are four members of staff, of whom three hold appropriate early years qualifications at level 3 and one is unqualified. The playgroup is a member of the Preschool Learning Alliance and receives support from the local authority.

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

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

- ensure the recruitment of staff is robust by making sure all staff are rigorously vetted and an enhanced Disclosure and Service Barring check obtained
- improve assessment and planning, to ensure staff identify children's next steps and gaps in their learning, in order to support children to make good progress
- ensure the outdoor environment is stimulating and inspiring for children and used each day, so that children who prefer to play outside can thrive and all children are challenged in their play
- review the monitoring of staff practice to improve the quality of teaching, in order to ensure children are challenged in their play and make good progress from their starting points
- promote the safety of children by conducting risk assessments of outings to ensure that children's safety is not compromised
- identify learning experiences for all children, which are based on their individual learning needs to challenge, inspire and motivate them to learn.

## Inspection judgements

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

Most children demonstrate that they enjoy being at this playgroup. Staff liaise with parents to gain some relevant information about children's individual abilities when they first start. They use this to inform some children's starting points and plan for their interests. As a result, children in the main, settle well into playgroup life. Staff have a suitable understanding of how children learn through play. They plan a balance of adult-led and child-initiated activities. However, some staff teach activities in mundane ways, which lack inspiration. Consequently, children are not enthused or excited by some of the activities provided. In addition, some children are not suitably challenged to help them to make suitable progress in their learning and development. Staff record observations of children in their play, but this is inconsistent for all children. For example, while they complete some insightful observations for a few children, it is not sufficiently consistent for all children. As a result, staff are not identifying children's next steps in learning or any gaps in their learning. This also means that staff are unable to identify when early intervention is needed, so that children receive the appropriate support to meet their individual learning needs. Staff do complete the required progress check for children between the ages of two and three years and share this check with parents. Parents are encouraged to be actively involved in their child's learning by discussing their achievements from home with staff. Parents are able to view their child's learning journal record at anytime. Also, key staff invite parents to attend meetings to discuss their child's achievements in more detail. This provides parents with information on how they can further support their child's learning at home.

Overall, most children are generally beginning to learn the skills, which they require to support their future learning. Children are willing to come into the playgroup, choose what to do at the start of their day and are generally settled. They receive adequate support in each area of learning and staff take into account their abilities and patterns of attendance. Staff join in children's play and promote conversation appropriately. Staff show interest as children talk about their activities and share their ideas. They focus suitability on helping children to develop their communication and language skills. They ask some questions to encourage children to think and have regular singing time to help them to learn new vocabulary and rhyming words. For example, children have learnt many songs for the nativity play, which they practise with confidence. Children's physical development is appropriate. They are provided with opportunities to develop their handling and fine muscle skills. They enjoy using tools for cutting and sticking paper for creating their calendars also using paint brushes and glue spreaders. Children use resources, such as blocks and jigsaw puzzles to develop this area further. They have opportunities to develop their movement skills. Children tackle climbing up steps as they go onto the stage to perform their Christmas play. They have opportunities to ride bicycles, scooters and sit-and-ride toys and play parachute games. Staff take children to the local park to increase their large muscular skills as they use the larger equipment.

Children enjoy books and staff engage them in cosy comfortable book areas. They are encouraged to use books independently and they are beginning to understand that books

can be pleasurable. For example, two children sit and look at a book about animals. They look at the pictures and smile and giggle as they talk about the pig and make pig sounds, demonstrating they are enjoying the book. Staff provide opportunities for children to develop their writing. For example, children write letters to Santa Claus. They use their imagination well as they pretend to be Santa Claus and elves in Santa's workshop. They pretend to make and wrap up presents. Staff teach children about early mathematics during everyday play activities that enable them to understand numbers, shapes and position. Children sort and match toys by shape, colour and size, enabling them to explore what is the same and different. They access a range of creative materials that enable them to express themselves confidently. Staff teach children about technology through the computer and cause and effect toys. They teach children about the natural world by taking them regularly on nature walks, where they collect twigs and leaves. Overall, children enjoy sharing key parts from their day with their friends in a calm and quiet atmosphere.

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

Most children enjoy being at this bright and welcoming playgroup. Staff are warm and adopt a gentle, caring and nurturing approach to help support their emotional well-being. Staff carefully follow children's preferences as detailed by parents on their registration forms. Children show by their words and actions that they feel safe and secure. Overall, most children seem to settle sufficiently because they have formed appropriate bonds with staff. However, children have a false sense of security because not all staff are suitably checked to ensure they are safe and suitable to work with them. Staff implement an appropriate setting-in process, which ensures children are provided with time and support to adjust to their new environment. Parents are invited into the playgroup and this allows them to become familiar with new routines and key person. As a result, children settle well and build relationships with their key person. Children enjoy a harmonious environment where positive behaviour is affirmed and praised. As a result, children's behaviour is positive. Children play cooperatively, taking turns and sharing resources. These approaches help children to develop respectful attitudes towards others and provide a strong message that everybody is valued. Staff implement consistent practice in behaviour management. Children have clear messages and begin to understand the consequences. Staff talk to children quietly about their behaviour, which enables them to understand the playgroup's rules and boundaries and supports them as they learn to manage their own behaviour.

Staff organise the playgroup suitably, working hard to provide an inviting and enabling environment for most children. As a result, children enjoy a well-resourced play and learning environment inside. Children are able to make independent choices of what they want to play with and how they want to play, such as which activity to take part in. However, staff do not use the outside environment effectively. As a result, they are not providing for children who prefer to play outside or helping children's all round development. Children are supported to develop a secure understanding of the importance of healthy lifestyles. Staff provide a variety of balanced nutritious snacks daily. For example sandwiches, cheese crackers and fruit. Staff ensure children's individual dietary

needs are met. Children are able to access drinking water as they help themselves throughout the day. Children are encouraged to develop their independence skills as they wash their hands and serve themselves their drink and food at snack time. They benefit from activities, such as parachute games and dance and movement sessions learning about the effect movement has on their bodies as they exercise. Consequently, children are beginning to understand about healthy lifestyles. Children learn to accept and value difference because staff talk to children about special cultural or religious events. Staff develop children's understanding of these events by providing creative opportunities to celebrate cultural festivals, such as Chinese New Year and other occasions. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. As a result, children are emotionally prepared for school. Staff are aware of the importance of working with the feeder schools to ensure the children receive continuity of care and learning.

Staff understand their responsibilities to supervise children appropriately enabling them to move around freely. They complete a daily risk assessment to ensure the premises are safe for the children to play in. However, they have not extended these assessments to include trips out, for example, to the park or when special events are taking place at the playgroup. For example, when they have visits from the local services, such as the police or fire brigade. This means that children's safety is compromised. Children are learning about how to keep themselves and others safe. For example, as children go up steps to the stage, staff remind them to walk slowly and carefully. Staff also teach children how to use scissors carefully to encourage their safety. Children take part in regular fire evacuation practises, which helps to raise their understanding of what to do in an emergency.

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

The committee is not meeting the legal requirements of the Early Years Foundation Stage. In addition, they are failing to meet requirements of both parts of the Childcare Register. Consequently, children's safety, welfare and their learning and development are compromised. The committee has not ensured that adequate vetting checks on those who have contact with children are successfully carried out. The previous manager has applied for checks for some staff, but has not followed up the checks when they have not arrived. Consequently, staff who have not been vetted, have unsupervised access to children. Therefore, the safeguarding of children is inadequate. Staff at the playgroup generally support the children to feel safe and secure overall. The manager and deputy have completed safeguarding training. Staff have a basic knowledge of who to contact if they have any concerns about a child. They are informed about the procedures to be followed in the event of an allegation being made against a member of staff. The manager has put in place basic safety measures, such as a door entry system and children are signed in and out of the session by staff. Staff ensure that the playgroup, including the outside area is secure and all visitors are greeted by a member of staff. Visitors sign into a visitor book, so that a record is kept. There are policies and procedures to help the running of the

playgroup to aid children's welfare. For example, accident, medication and attendance registers.

The manager is temporary and newly in position and part of her self-evaluation she has identified the need to implement new ways to monitor staff performance, the educational programmes and children's progress. However, she has not effectively completed these and therefore, children are not currently supported to make good progress in their learning and development. She is beginning to carry out supervision meetings with staff, giving them the opportunity to discuss their performance. In addition, she has started appraisals, which identify some of the staff's training needs. However, the manager does not yet monitor aspects of practice on an ongoing basis. She has addressed some of the recommendations from the last inspection. The manager is developing a plan to help review her practice and keep a record of any improvements made. Consequently, she is showing that she has the capacity to review and improve the playgroup. The manager and staff demonstrate some knowledge of the learning and development requirements of the Early Years Foundation Stage. However, because they do not adequately plan or assess for children's individual needs, staff are not able to ascertain children's progress to a certain level. Consequently, staff are not aware of children's potential or emerging interests and therefore, activities lack inspiration and challenge.

Staff work generally well with parents by keeping them informed of their child's welfare. Parents spoken to at the time of the inspection, expressed levels of satisfaction with the provision and spoke particularly of the caring and approachable staff group. Parents communicate daily with key persons, which helps to provide continuity of care for the children. Parents receive welcome packs, which provide information about the playgroup, some policies and procedures, including the complaints procedure and complete contracts that provides relevant information about their children for staff to use. Parents receive newsletters, which help to provide information about current events in the playgroup. The manager recognises that partnership working with those involved in children's care and learning is important. She shares information with other early years providers who ensure a consistent approach.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

### To meet the requirements of the Childcare Register the provider must:

- ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure Barring Service check (compulsory part of the Childcare Register)

- ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure Barring Service check (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>	509208
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	869376
<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>	25
<b>Name of provider</b>	Breadsall Pre School Playgroup Committee
<b>Date of previous inspection</b>	31/01/2011
<b>Telephone number</b>	07857 630 529

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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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