

Horsendale Playgroup

New Community Room, Assarts Road, NUTHALL, Nottinghamshire, NG16 1AP

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| Inspection date | 12/01/2015 |
| Previous inspection date | 21/04/2010 |

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| 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

- Managers have not ensured children are kept safe at all times. Staff have not completed food hygiene training, children are able to access the kitchen area, risk assessments are not implemented effectively.
- Staff do not sufficiently plan for the next steps in children's learning. Activities lack challenge and are not tailored to help children to make good progress to support their future learning and development.
- Parents are not encouraged to share sufficient information about children's starting points on entry. Links with parents are not strong enough to ensure learning is consistently supported across the provision, which means that there is not a collaborative approach to children's learning and development.
- Regulatory records are kept away from the setting without prior permission from Ofsted. Specific evidence relating to the vetting processes used to ensure staff's suitability is not available for inspection.
- Performance management of staff through supervision is not conducted frequently enough to ensure staff are supported in developing their practice.

It has the following strengths

- Staff make children feel very welcome when they arrive and their key person is familiar with their unique care needs and routines. The playful interactions between staff and children means children are forming strong bonds and feel secure.

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 playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the managers and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documents, evidence of the suitability of staff working within the setting, and a range of other documentation.
- The inspector also took into account the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Horsendale Playgroup registered in 1985 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained community room within the grounds of Horsendale Primary School in the Nuthall area of Nottingham. The playgroup is managed by a voluntary management committee and is accessible to all the children in the local area. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one is unqualified. The nursery opens Monday, Tuesday, Wednesday and Friday term time only. Sessions are from 9am until 11.30am, and on a Monday, Wednesday and Friday, from 1pm until 3.30pm. The playgroup also offers an out of school provision, which is open Monday to Friday from 7.30am to 8.55am and 3.35pm to 6pm. Children attend for a variety of sessions. There are currently 32 children on roll who are in the early years age group. The nursery 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. The setting is a member of the Pre-school 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 all staff involved in preparing and handling food receive food hygiene training
- ensure premises are kept safe for children with particular regard to the kitchen area, that risk assessments are adhered to and cleaning materials kept in locked cupboards
- ensure staff identify next steps in learning and use this information to plan and deliver interesting and challenging activities to help children make good progress in their development
- ensure records for staff recruitment are retained for each member of staff so they are available at all times, or permission sought to keep them off site
- implement regular supervision of staff to ensure their personal effectiveness improves; this relates specifically to their quality of teaching.

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

- extend two-way exchange of information with parents to ensure that they are kept well informed about their children's progress and development, and ensure that they are encouraged to support and share information about their children's learning and development at home when children start at the playgroup.

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

Staff work hard to overcome the constraints of the playroom and outdoor play spaces to ensure the environment allows children to access a range of developmentally appropriate toys and resources. As a result, children can self-select resources. Children's independent access and time to play with what interests them means they develop their self-confidence and independence. For example, children become fascinated with the texture of paint as they cover their hands with paint to make handprints. However, the quality of teaching is at times poor as information gained from observations to plan for individual children's future progress is not routinely used to support the planning of activities. Additionally, staff are not fully aware of all children's next steps in learning and opportunities to maximise the use of adult-led activities and challenge children's learning are missed. Consequently, while children are happy and settled, their individual specific learning needs

are not sufficiently targeted to ensure they make good progress to provide a firm foundation for when they start school. Nevertheless, some staff support children's spontaneous learning, for example, by encouraging them to discuss phonetic sounds as they complete a jigsaw. Daily activities, such as dancing and singing to music, are enjoyed by children. They bob up and down and move their bodies to represent the actions and they sing some of the words to the songs. Staff support the children further, including those who speak English as an additional language, by frequently pointing to body parts and naming them. This helps the young children to make connections in their understanding and develop their vocabulary for speaking. Resources, such as paint, water and play dough help children to explore using their senses.

A system for assessing children's learning has been introduced by the manager. A tracking document is used to identify if children are showing development typical for their age or if they are operating ahead or at risk of delay. Staff undertake some initial observations to create an overview assessment to identify children's starting points. However, parents' contributions do not add value to initial assessments. Consequently, the planning for children's future progress is not sharply focused. This means it takes staff longer to assess children's starting points and overlooks opportunities to engage parents in the planning for their child's future learning and development. Similarly, parents are not clear about their children's next steps in learning and this hinders a consistent approach to children's learning although, parents comment about the friendly staff. The progress check for children between the ages of two and three years is undertaken appropriately. Staff demonstrate that systems for any required partnership working with other professionals have been securely established, should a child require additional support.

Counting at lunchtime and when getting ready to go outside or to visit the bathroom are threaded into routines. They help children practise and consolidate aspects of their mathematical and problem-solving skills. Activities, such as story time provide opportunities for children to enjoy a shared story. Their emerging knowledge of literacy is fostered as staff invite them to join in with the repetitive text. Children enjoy learning to work together as they negotiate with each other supported by a member of staff to build the train track.

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

Children arrive at the nursery happy and eager to enter. They enjoy the attention from staff who are warm and friendly. Consequently, children are at ease and emotionally secure with the adults who care for them. For example, a child is reassured as they leave their parent and is introduced to the activities. After gentle reassurance they soon play with confidence. Parents have daily discussions with staff. However, while children appear to feel safe and at ease, there are inconsistencies and weaknesses in the way some aspects of the welfare requirements are met. This means that children have a false sense of security in relation to how their well-being and safety is promoted. The staff demonstrate how partnerships with other services are established so as to support any child who has a special educational needs and/or disabilities. Suitable systems for the transitions on to school are in place as staff have secured links with local schools. This enables children to prepare for forthcoming changes in their life and supports them to

maintain their learning and development once they start school.

Children's understanding of healthy eating is encouraged as staff support them to try healthy foods. Water is available throughout the day so children can remain hydrated. Physical activity is promoted through regular dance and outdoor activities. Children enjoy using the bikes and scooters, balancing on tyres and have opportunities to explore nature. Children's self-help skills are encouraged as they are encouraged to try to put on their own coats. They follow appropriate hygiene routines, such as washing their hands before eating or after using the toilet. This teaches children to become increasingly independent, which supports their preparation and readiness for school.

Staff support children to develop social skills as they encourage them to share with their friends, take turns at activities and listen to others. During stories and activities, staff invite children to think about how they feel and identify different emotions. This helps children develop empathy and understand the importance of caring for each other. Staff are polite role models, who children are beginning to mirror well. They use social graces, such as 'please' and 'thank you' at appropriate times. As a result, the children are well behaved and show consideration for each other.

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

Children are cared for by adults who have a range of suitable qualifications and experience. However, evidence of suitable recruitment and selection procedures, which are overseen by a committee, were not available as the committee is being reformed. The manager confirmed that an appropriate interview process is completed but copies of references obtained were not available for this inspection. In addition, staff records are kept off site without prior consent from Ofsted. This means that the requirement to maintain and make available specific documentation to Ofsted is only partially met and requires further action to ensure that the provider is fully compliant with requirements. Adults having contact with the children have completed a full Disclosure and Barring Service check. Staff demonstrate they are able to recognise signs of abuse and understand arrangements for reporting child protection concerns. Staff have seen the safeguarding policy and procedure, which is awaiting the signature of the committee to accept it within the policies and procedures held by the setting. This provides a suitable framework for staff to follow. These procedures are reflective of the requirements and include the contact details of the Local Safeguarding Children Board. Discussions with staff at all levels demonstrate they have a secure understanding of the signs and indicators of possible abuse of a child. They also know who and how they should report any concerns they may have about the well-being and safety of children in relation to child protection. Staff follow hygiene procedures to promote children's health. However, the managers have not ensured that staff are trained in food hygiene and therefore, children's health is not fully protected. Risk assessments have been devised. However, staff do not robustly ensure that these are implemented effectively and cleaning equipment is stored so that it is inaccessible to children as the risk assessment states. This is also a breach of the Childcare Register requirements. The managers have been restricted in creating appropriate changes to the building and furniture and children's safety is compromised, as

they are able to access the kitchen area.

The managers and staff aspire to continue to work creatively to adapt the play environment and furniture to improve the quality of the service for children. They have implemented systems to track children's progress, which ensures they are able to identify children who require additional support from outside agencies. Although there are systems in place for staff supervision and development, these are not routinely implemented to provide staff with regular support. The manager acknowledges the steps they need to take to improve. Other regulatory documentation soundly organised and retained, for example, relevant information about each child is held, the registration certificate is displayed and staff's contact details are held on file.

Partnership working with parents is encouraged through daily conversations and parents are familiar and at ease when they arrive to drop off and collect their children. Staff demonstrate an understanding about how to support children who have special educational needs and/or disabilities, such as seeking support from outside agencies should the need arise. This helps to provide support for children. The playgroup has developed links with schools that children transfer to, and shares information about their stage of development and preferences. This supports a smooth transition to the next stage in each child's learning.

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:

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (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

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|------------------------------------|--------------------------------|
| Unique reference number | 253134 |
| Local authority | Nottinghamshire |
| Inspection number | 864492 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 32 |
| Name of provider | Horsendale Playgroup Committee |
| Date of previous inspection | 21/04/2010 |
| Telephone number | 0776 9872974 |

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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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