

The Park Playgroup

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

Inspection date	08/01/2015
Previous inspection date	20/05/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff have a secure understanding of all safeguarding procedures and know how to protect children from abuse.
- Staff are beginning to use observations and assessments well to track and monitor children's progress, in partnership with parents, health care advisors and other settings.
- Staff are attentive towards children and offer them considerate and loving support, which helps children feel happy, safe and settled when they separate from their parents and carers.

It is not yet good because

- Staff do not always make best use of the resources and space indoors and outside, to fully motivate and engage children in purposeful learning.
- Staff do not consistently provide sufficient variety of good quality toys and equipment to stimulate children's interests and ability to explore and make choices about their own play and learning.
- Staff do not always encourage children to develop their independence and skills through the daily routine, such as helping themselves to their drinks and preparing their own food.
- The premises are not kept in a suitable state of repair, which means that children are not offered a fully welcoming and stimulating area to play in.

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 pre-school room and outside learning environment and conducted a joint observation with the provider.
- The inspector held discussions with the provider, the manager and staff and spoke to children to obtain their views.
- The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and the progress check for children between the ages of two and three years.
- The inspector checked evidence of the suitability and qualifications of staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.
- The inspector took account of the views of parents from conversations held with the provider and the inspector.

Inspector

Jayne Rooke

Full report

Information about the setting

The Park Playgroup was registered in 1999 on the Early Years Register. It is situated in the 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 and a side room and there is an enclosed area available for outdoor play. The playgroup employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, between levels 2 and 4. The playgroup opens Monday to Friday, term time only. Sessions are from 9.30am until 12.30pm. Extended play sessions operate on Monday, Wednesday and Friday until 2.30pm. Children attend for a variety of sessions. There are currently 43 children on roll who are in the early years age group. The playgroup provides funded early education for 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:

- plan more challenging learning experiences for children in order to support their good progress across all areas of learning
- improve the organisation of rooms and resources to create a highly stimulating environment for children to explore and learn, both indoors and outside, for example, by providing a wider range of dressing-up clothes, climbing equipment and toys, so that children can make decisions about their own play and learning.

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

- provide further opportunities for children to develop their independence and skills during routines, such as snack time, for example, by encouraging them to help themselves to their own drinks and to help with simple tasks such as preparing food
- improve further the arrangements for creating a more welcoming and stimulating environment for children, for example, by re-decorating painted walls and cupboard surfaces.

Inspection judgements

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

Staff provide a suitable range of activities, which help to support some aspects of children's learning and development. For example, a basic range of toys and equipment

are provided for children to encourage their imaginative and creative development, such as dolls, toy vehicles and tracks, painting, glue and sand play. Babies play with suitable age-appropriate toys to help them explore and investigate, such as toys with buttons, flaps and levers, which they learn how to press to make sounds and lights. A varied range of books is accessible to children to stimulate their literacy development. Staff are attentive to children during some adult planned activities, such as making marks and patterns in the sand, which helps children to develop their understanding of print. However, staff do not always plan effectively to meet the needs of all children. For example, where children show an interest in climbing, staff do not provide a broad range of suitable toys and equipment for children to follow their own interests and to develop their physical and coordination skills independently. Children are adequately supervised during their indoor and outdoor play, but staff provide few opportunities for children to actively plan and make choices and decisions for themselves. Consequently, children's play and learning is not always challenging or interesting enough to support their good progress across the seven areas of learning.

Staff make appropriate use of observation and assessment information to track and monitor children's initial and ongoing progress. They are beginning to focus their attention on children's next stage in learning to inform and guide their planning. However, they do not respond promptly enough to ensure that children are always engaged in purposeful learning experiences. As a result, children continue to make steady, rather than good, progress in their learning. For example, identified gaps in children's communication and language development particularly, are not closing quickly enough. Consequently, children develop some of the basic skills they need to be prepared for school, such as how to listen and follow instructions. However, they are not always fully supported in their all round development, to enable them to become confident and enthusiastic learners.

Key persons build positive relationships with parents, which help them to talk and share ideas about children's progress in the pre-school and at home. Following the introduction of an online interactive learning journal, parents are now able to contribute more effectively to their child's development record. This helps staff to set appropriate next steps learning objectives for each child, in partnership with parents. The provider makes useful contact with school teachers to promote consistency in children's learning when they transfer to school.

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

Staff meet and greet children on arrival and offer loving care and support to help children settle and separate from their parents. They attend to children's routine care needs very well, to ensure that children remain comfortable and clean throughout the day. Staff speak to children in a kind and considerate manner, which helps them to feel emotionally secure. Staff gently encourage children to take turns when they become reluctant to let others have a go on the play equipment. This helps children to learn how to be considerate towards others. However, staff do not always skilfully adapt the play environment, to ensure that children can make independent choices of their own. For example, there is not enough choice of climbing equipment indoors and outside or other

toys and equipment for all children to use appropriately. This leads to repeated disputes between children when they wish to make decisions about their own play and learning.

Staff provide suitable healthy food and drink choices at snack time, such as apple slices and milk or water, to promote children's good health. However, they do not always enable children to develop their independence and skills at this important time. For example, fruit is prepared and plated by staff, which means that pre-school children have fewer opportunities to take part in helping with simple routine tasks. Drink containers are kept out of reach of young children, which limits opportunities for them to help themselves to a drink when they want one. Staff provide suitable opportunities for children to enjoy fresh-air and exercise, as part of the daily routine, which promotes their good health. Staff are vigilant about children's safety, keeping a close and watchful eye on children as they play indoors and outside. They help children to learn about safe behaviour, by giving clear explanations of what is and is not acceptable for them to do as they play. This helps children to understand the meaning of risk and consequence.

Key persons exchange useful information between themselves and with other providers, such as schools and health professionals, to ensure that children's needs and prior learning is known when they move to their next stage in learning. This adequately supports children's personal, social and emotional well-being.

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

Leaders and managers have a suitable understanding of how children learn and develop. They oversee the assessment procedures to ensure that children's progress is appropriately monitored. They have had some success in developing two-way communications with parents; so that they can take an active part in their child's learning in the pre-school and at home. The provider is continuing to review and assess the routine of the day, to encourage staff to allow more opportunities for children to make choices about what and when they carry out activities, so that children become more motivated to learn. Although some progress has been made since the last inspection to re-organise rooms to improve the supervision of children, the provider has been less successful in securing prompt changes to create a stimulating and exciting learning environment, to enhance children's learning. For example, the hall and its decoration remain in a poor state of repair, which limits opportunities for staff to provide a fully welcoming and vibrant environment for all children. In addition, children's choice of play activities and learning areas remain limited, as the provider has yet to fully establish her plans for improvement.

The provider has made some successful progress to address the Welfare Requirement Notice and all other actions from the previous inspection and two monitoring visits. As a result, all staff have attended training so they now understand the safeguarding policy and procedures and have an up-to-date knowledge of all safeguarding issues. This includes the allegations procedure and how to protect children from the misuse of mobile telephones, cameras and online technologies. The provider now demonstrates a more secure understanding of her safeguarding role and responsibilities, including notifications to the

appropriate agencies. Following the provider's attendance at a leadership and management training course, she has successfully updated the written safeguarding policy to include all of the required information. In addition, she keeps a more accurate record of Disclosure and Barring Service checks for each member of staff, which includes reference numbers, date of issue and the next date of review. This ensures that she is now compliant with safeguarding regulations.

All confidential information about staff and children is now kept in a locked cupboard and is only accessible to the provider and senior members of staff. This protects sensitive information, such as children and staff's personal details and matters affecting children's well-being. Risk assessments are now more thorough and cover all aspects of the provision, including high risk areas, such as access to the stage in the main hall, security of the entrance area and on all outings. This means that children's safety is prioritised. The provider is having some success in developing the teaching skills of staff, because she is now focusing their training on this aspect of their practice. As a result, children benefit from some enjoyable learning activities. All other policies and procedures have been successfully reviewed following previous recommendations. As a result, children's good health and hygiene is appropriately managed to reduce the risk of cross infection. Accident and incident records now contain sufficient information and are signed by parents to promote the safety and well-being of children. Children's behaviour is appropriately managed in a positive manner to secure children's emotional well-being. The equality and diversity policy is now used more effectively, so that staff understand how to promote inclusion for all children. The provider is keen to develop her self-evaluation practice, which continues to focus on improving the quality of the teaching and learning environment. The provider has developed useful contacts within the schools that children attend, to establish positive relationships in the education community. She fosters positive partnerships with parents and carers so that children's basic needs are met.

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	206160
Local authority	Derby, City of
Inspection number	981049
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	43
Name of provider	Theresa Hartwright
Date of previous inspection	20/05/2014
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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