

Little Angels Playgroup

Community Centre, 1-2 Barnes Close, KETTERING, Northamptonshire, NN15 6JB



Inspection date

29 January 2015

Previous inspection date

8 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Staff do not encourage or support children to investigate, explore or develop their own ideas. Very few children initiate their own play. They look to staff to invite them to join an activity or they follow their friends.
- Children are not always given enough time to think about and respond to the questions they are asked before members of staff resume talking. Some children are put off by this and move away from an activity.
- Observations are not used effectively to assess children's next steps in learning and support them to make good progress.

It has the following strengths

- Good relationships and attachments are evident between members of staff and the children. Home visits enable staff to get to know and understand children's individual welfare needs so they settle quickly.
- The playgroup environment is safe, welcoming and adequately resourced to provide opportunities to support children's growing independence.
- The provider has systems in place to ensure that adults working with children are suitable to do so. Relief staff are informed of any changes since they were last at the setting so that policies and procedures are followed.

What the setting needs to do to improve further

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

- assess children's progress by using observations of their achievements, interests and learning styles to shape planning and so promote children's successful progress in learning and development
- improve the quality and consistency of teaching to ensure children's effective learning is promoted, enabling them to initiate their own investigations and experiences, as they develop their own ideas and strategies for doing things.

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

- give children sufficient time to listen and respond to ideas expressed by others in conversation and discussion, to promote their communication and language development further.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held a meeting with the registered person/manager.
- The inspector observed an activity and discussed it with the manager.
- The inspector looked at a selection of assessment records and planning documents.
- The inspector checked evidence of the suitability of staff and talked to the registered person about her plans for improvement.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Anne Archer

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Not all children make good progress because the quality of teaching varies. Staff offer a broad range of adult-chosen activities. While some of these do interest and occupy the children, there is little consideration given to children's own ideas and interests. Staff do not always acknowledge children's individual learning styles when offering activities. Consequently, children do not often initiate their own play or develop their own ideas. During some activities, staff support children's learning, such as using mathematical language. Children waiting for a place at the snack table are encouraged to come and play with the building bricks. When other children observe two children building a tower with a member of staff, they eagerly join in. Staff talk about the height of the tower in relation to the height of the children and a taller child is called upon to hold the tower to prevent it bending and breaking. Staff talk to the children about what they are doing, make statements to support them and ask appropriate questions. They do not consistently encourage children to listen to the response of others. In addition, children are not always given sufficient time to think about how they wish to respond and so potential learning experiences are not used effectively.

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

Children have strong attachments with the staff and actively seek them out for support. Staff work closely with parents when children first start at the playgroup. This partnership continues throughout the child's time at the playgroup including when they are preparing to go to school. Children are well supported as they acquire self-care skills such as pouring their own drink of milk at snack time. They put on their own appropriate outdoor clothing, before they go outside for the play session on a cold winter's day. They enjoy outdoor play as they run around the playground or join in with action rhymes and games which have been initiated by the staff. Staff understand about safeguarding and follow the playgroup's procedures in relation to keeping children safe and secure. For example, they discourage children from calling out to passers-by when they are playing outside.

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

The provider has a good understanding of her responsibility to safeguard children. This knowledge is cascaded to staff through weekly meetings and one-to-one supervision sessions. There are appropriate safeguarding systems in place within the playgroup. For example, the provider takes out Disclosure and Barring Service checks on staff to make sure they are suitable to work with children. There are also procedures in place to ensure that mobile phones and cameras are used appropriately and that allegations against members of staff would be handled in line with relevant safeguarding guidance. However, children's learning and development is not monitored effectively enough to address the variances in teaching. Consequently, children are not making the best progress they could to prepare them for their future learning and, eventually, school.

Setting details

Unique reference number	EY430441
Local authority	Northamptonshire
Inspection number	983239
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	10
Name of provider	Joanna Aldridge
Date of previous inspection	8 July 2014
Telephone number	07742437719

Little Angels Playgroup was re-registered in 2011. The playgroup is privately owned and the provider employs four members of childcare staff, of whom two are qualified to level 2 and 3. The provider/manager is qualified to level 5. The playgroup is open each weekday during school term times. Sessions are from 8.45am to 11.45am on Monday, Wednesday and Thursday, 8.45am to 3.30pm on Tuesday and from 12.30pm to 3.30pm on Friday. The playgroup provides funded early education for three-and-four-year-old children.

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