

Stenson Fields Playgroup

Stenson Fields Primary Community School, Goathland Road, Stenson Fields, DERBY,
DE24 3BW



Inspection date

3 March 2015

Previous inspection date

8 October 2008

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The provider has failed to notify the regulator of changes to the individuals who make up the registered body, or to submit the required information in a timely manner, to ensure that children's safety and well-being are effectively promoted.
- The procedures to establish the suitability of new staff are not suitably developed to fully promote children's safety.
- The management team do not undertake effective performance management and monitoring, to ensure that the quality of practice within the setting is of a good standard.
- Assessments of children's stages of development are not always fully reflective of what they can do, in order to shape appropriate learning experiences for each child.
- Teaching is inconsistent. Staff do not always ensure that there is appropriate challenge for children during planned activities or consistently support their next steps in learning.

It has the following strengths

- Staff provide an appropriate balance of adult-led and child-initiated activities during the session to promote children's enjoyment, as well as daily opportunities to enjoy fresh air and exercise.
- Staff appropriately support children's independence through the cafe-style snack and child-initiated play. This helps children to develop some of the skills needed for school.
- Staff carry out appropriate supervision of children and demonstrate a suitable understanding of child protection issues, to ensure that children's safety is promoted in this regard.

What the setting needs to do to improve further

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

- implement effective identity checks and vetting procedures and keep records of these to evidence the suitability of staff
- develop the system for assessing children's level of achievement, so that this is accurate and therefore useful in shaping learning experiences for each child
- improve the arrangements for the monitoring and reviewing of staff practice within the setting, so that weaknesses are identified, appropriate action is taken and the quality of teaching improves, to ensure that it is consistently good
- develop the planning and delivery of activities so that they always provide a challenging experience for each child, taking into account their individual needs and stage of development.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager of the provision and spoke to the vice chair of the management committee.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Inspection findings

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

Staff interact with children during play and plan an appropriate range of activities across the seven areas of learning. Staff assess children's progress on a regular basis. However, assessments are not always accurate and therefore fully useful, in prioritising where children need support. Staff do not always provide sufficient challenge during activities to help children to move forward quickly enough in their learning, or consistently support children's next steps. As a result, children sometimes participate in an activity simply because they are expected to, rather than because they are benefiting from it. However, on occasions, some staff are more effective in supporting children's learning. A member of staff provides appropriate support for children in the construction area. She guides children, telling them how to connect the pieces, adjusting her teaching strategies according to their stage of development. She supports children in their literacy skills as they develop a record of the pieces they need to make a model. She asks questions, explains and contributes to discussions to support children's communication and language skills. An adult-led mathematics activity helps some children to count beyond 10, and recognise and select the correct numeral for the number of objects. The setting has positive partnerships with parents and carers. Staff continually share information with them, including details of planned activities, so that parents and carers can support learning at home. Parents and carers appreciate how welcoming the staff are, and that they share their experience, to support them with their child's development.

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

Weaknesses in practice relating to the safeguarding of children have an impact on children's well-being. Nevertheless, children enjoy their time at the setting. They are comfortable and staff provide appropriate support to help them to settle. Staff have positive links with the school to help children to feel emotionally ready for the eventual move. Staff explain how children should use equipment, such as scissors, to promote their understanding of safe practice. Staff make effective use of the school grounds to provide different experiences for learning, such as planting and growing in the woodland area. This has come about as a result of training the manager attended and demonstrates that she is able to implement changes, as a result of gaining new knowledge.

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

The management committee have too little involvement in the running of the setting and do not demonstrate that they understand the requirements. There have been several changes to the committee, some of which have not been notified to Ofsted. Even where changes have been notified, the setting has not taken appropriate action to complete the necessary checks. Although there is a Disclosure and Barring Service check for all staff, no other vetting processes are undertaken when staff are appointed to effectively establish their suitability. These breaches of requirements impact on children's safety and well-being. Although there is regular evaluation of the activities and environment, this does not

promote sufficient improvements in the quality of the provision. The setting has not fully addressed the weakness around assessment that was raised at the last inspection. The manager undertakes some monitoring of staff performance. However, this is irregular and does not identify how staff can improve or develop. Even though all staff hold a level 3 childcare qualification, children make steady rather than good progress in their learning. Effective partnership working with other agencies and professionals means that children with special educational needs and/or disabilities receive focused support. Staff understand how to provide appropriate support for children who speak English as an additional language.

Setting details

Unique reference number	206879
Local authority	Derbyshire
Inspection number	864131
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	60
Name of provider	Stenson Fields Playgroup Committee
Date of previous inspection	8 October 2008
Telephone number	01332 772452

Stenson Fields Playgroup was registered in 1987. It is based within the Community Room of Stenson Fields Primary School. The playgroup employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 11.30am, Monday to Friday, and 12.30pm to 3pm Tuesday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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