

Nether Heage Playgroup

The Village Hall, School Lane, Heage, DE56 2AL



Inspection date

25 February 2015

Previous inspection date

22 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 inconsistent. Not all staff have a good understanding of how to support learning effectively. Consequently, not all children make good progress.
- Children are not provided with sufficient opportunities to choose where and what they want to play with. Therefore, they are not always motivated to learn and their attention can waiver.
- Staff do not consistently implement behaviour management strategies effectively. As a result, not all children learn how to control their behaviour.
- Staff do not always make good use of procedures to support children during their transition into the playgroup. This means that occasionally, some new children are upset for prolonged periods of time.

It has the following strengths

- The management team effectively implements sound recruitment and safeguarding policies and procedures, promoting children's welfare.
- Children's independence is well promoted at snack time. Children confidently serve their own food and pour their own drinks.
- Staff develop sound partnerships with parents. Information is shared effectively, which helps to promote the learning and development of the children.
- The management team are committed to improving staff's practice and the quality of the provision. This means that the setting is moving forwards.

What the setting needs to do to improve further

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

- improve the consistency and quality of teaching by developing staff's knowledge and understanding of how children learn best, so that all children benefit from activities that fully engage and challenge them
- ensure that behaviour management procedures are implemented consistently and effectively by all staff, to enable all children to learn how to play together appropriately.

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

- improve opportunities for children to self-select from a wider selection of good quality resources and experiences
- develop the procedure for when new children start at the playgroup by gathering more precise information about individual children's needs, to provide a more tailored approach to their transition into the setting.

Inspection activities

- The inspector observed activities in the main play area inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the chair of the committee and the playgroup supervisor.
- The inspector carried out a joint observation with the playgroup supervisor.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the playgroup and a range of other documentation, including policies and procedures.

Inspector

Elaine Tomlinson

Inspection findings

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

Staff provide an appropriate range of activities to promote children's learning and development across the seven areas of learning. They make use of basic observations and assessments of children's achievements to plan some relevant learning experiences. This helps children to make reasonable progress. Children generally enjoy the activities and are suitably occupied. Some staff have a sound knowledge of how children learn best and skilfully encourage and motivate children to develop and extend their thinking. For example, a discussion about knights, develops into an activity making helmets out of boxes. Other staff do not always intervene effectively in play. They do not encourage children to explore the environment independently. As a result, some children seek the constant support of adults. Staff take time each day to discuss children's learning with parents. They provide written summaries of development, which parents comment upon.

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

The environment is safe and welcoming. Staff support children to learn how to take risks and manage their own safety appropriately. For example, they remind children how to play on wheeled toys safely. Staff arrange a reasonable selection of toys and equipment so that children have some choice in what they play with. Despite this, children do not always benefit from enough free access to a wide range of resources to sustain their motivation to learn. Some children become bored and disruptive because they have exhausted the activities available. On these occasions, children run around the hall and chase each other, often falling over. Staff do not always intervene to stop this or make their expectations for behaviour clear. This disrupts the enjoyment of other children. Overall, children develop close relationships with staff and each other. However, staff do not always take enough time to get to know the children sufficiently well before they start. They do not always tailor settling-in procedures to support children's individual needs.

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

Managers have a reasonable understanding of their responsibilities. The playgroup has appropriate systems to check that staff are suitable to work with children. Safeguarding procedures are clear and well known by staff. Since the last inspection, the playgroup has benefited from enhanced support from the Local Authority. Detailed action plans have been developed to drive improvement forwards. Weaknesses have been appropriately addressed to improve children's care, learning and safety. For example, the manager ensures staff make use of suitable methods to observe, assess and plan for children's continuing development. However, checks of daily practice have not highlighted some of the weaknesses in staff's management of children's behaviour. Staff have access to a programme of supervision. They attend training to extend their knowledge and skills. The manager has begun to develop partnerships with other settings that children attend. This includes the gathering and sharing of appropriate information to promoting continuity in learning.

Setting details

Unique reference number	206823
Local authority	Derbyshire
Inspection number	992865
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	26
Name of provider	Nether Heage Playgroup Committee
Date of previous inspection	22 September 2014
Telephone number	07779 823971

Nether Heage Playgroup registered in 1982. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The playgroup opens, from Monday, Wednesday and Friday during term time. Sessions are, from 9am until 12noon. The playgroup provides funded early education for two-, three- and four-year-old children.

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