

# Eckington Under Fives Playgroup

The Recreation Centre, Pershore Road, Eckington, Pershore, Worcestershire, WR10 3AP

## Inspection date

25 February 2015

Previous inspection date

9 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- Staff qualification requirements are not always met.
- During some activities staff do not always successfully foster children's attentive listening, turn taking in speaking, and sharing of resources.
- Sometimes, indoor play areas become untidy or staff do not help children to make the best use of resources to sustain or extend their play.
- The manager is not always successful in her efforts to talk to providers about the learning and development of children who attend another setting.

### It has the following strengths

- After a period of uncertainty and change, the current committee and staff have effectively stabilised and improved the management and organisation of the pre-school.
- Improved arrangements for mentoring and training staff ensures they confidently carry out their duties and in particular, have a better understanding of safeguarding procedures.
- The well-qualified manager and key persons astutely assess children's progress. They have a good understanding of children's abilities, interests and ways of learning and generally follow these up during varied, rewarding activities.
- Children are happy, settled and confident. The manager and staff are kind and approachable. They are receptive to children's differing characteristics and calmly reassure and encourage them.

## **What the setting needs to do to improve further**

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

- ensure staff are effectively deployed in order to meet qualification requirements at all times.

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

- consistently focus teaching on promoting children's attentive listening, turn taking in speaking and sharing of resources during activities and routines
- improve the layout and presentation of activities and resources, to ensure areas remain well-equipped and inviting in order to support children's uninterrupted and sustained involvement
- develop alternative approaches for exchanging information with other providers about children's progress and for planning together how to consistently support their learning in the settings these children attend.

## **Inspection activities**

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the provider, another committee member and the manager.
- The inspector carried out a joint observation with the provider.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector discussed the provider's plans for improvement.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the pre-school. She also looked at a range of other documentation, including policies and procedures.

## **Inspector**

Rachel Wyatt

## Inspection findings

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

Children enjoy being at pre-school. The manager and staff use their sound knowledge of children's abilities and interests to plan and organise, in the main, rich and varied activities. Staff usually relate well to children, fostering their good communication skills and expressive language. They ensure children develop the skills needed for school, promoting their expressive language and creative and critical thinking. In general, staff encourage children to listen, be attentive and to take turns in speaking. However, during some activities staff do not always make the best use of space or resources or adapt their teaching to ensure children cooperate and listen. Children particularly relish learning outdoors where they are purposeful and adventurous. They move with confidence and control, as they climb trees and use more challenging apparatus. Children are curious, observant and imaginative as they explore sand, soil and water.

### **The contribution of the early years provision to the well-being of children is good**

Children are well looked after as staff are fully informed by parents about their care, health and dietary needs. Staff effectively promote children's social and emotional well-being, including calmly helping them to settle when they are new. Children feel valued because staff consistently praise their efforts and reflect their interests in activities. Staff successfully develop children's social skills and growing independence in readiness for school. This includes helping children to manage their self-care unaided when they wash their hands, use the toilet and get dressed for outside play. Children are kept safe in generally inviting surroundings, although sometimes indoor play areas become cluttered. Outdoors, children learn how to identify and manage risks through more challenging activities during forest school sessions. They are taught to behave safely and responsibly as they use tools, balance and climb and explore their natural surroundings.

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

The committee, manager and staff have made improvements following recent Ofsted investigations and changes within the organisation. Suitability checks are now completed for committee members and staff, and records are kept of these. The committee follow safer recruitment procedures when appointing staff, and have introduced an effective training and staff development programme. Several staff are well qualified, which influences the good quality teaching. However, staff are not always deployed effectively to ensure qualification requirements are met. This breach of regulations does not have a significant impact on children's welfare as enough staff work with them. Children are effectively safeguarded. The provider, manager and staff have attended relevant child protection training. They know what action to take if they have concerns about a child's welfare. There are positive relationships with parents who appreciate the manager's and staff's sensitive advice. Parents have regular feedback about their children's care and progress. Some children attend more than one setting. However, there are not well-established arrangements for discussing their progress with other providers.

## Setting details

<b>Unique reference number</b>	205317
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	953647
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Eckington Under Fives Playgroup Committee
<b>Date of previous inspection</b>	9 March 2011
<b>Telephone number</b>	01386 751692 or 07946 882120

Eckington Under Fives Playgroup was registered in 1992. The pre-school employs seven members of childcare staff. The manager and three other members of staff have Qualified Teacher Status. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am until 3pm on Monday and Wednesday, and from 9.15am to 12.15pm on the other three days. The pre-school provides funded early education for three- and four-year-old children. Children have opportunities to attend weekly forest school sessions. The pre-school runs a toddler group in the village hall on a Tuesday morning from 10am to 12 noon.

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