

# Spring Willows Playgroup

St. Annes House, Ryecroft Avenue, Heywood, Lancashire, OL10 1QB



## Inspection date

19 March 2015

Previous inspection date

9 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Safeguarding children's welfare is not given a high enough priority. Safe recruitment procedures are not robust, important records are not available for inspection and some staff do not have a clear understanding of their roles and responsibilities. In addition, the mobile phone policy is not fully effective.
- The quality of teaching is too variable between staff. For example, some staff do not skilfully interact with children during activities, some creative activities are extremely adult led, the quality of conversations is poor, staff do not always follow children's interests and every opportunity is not used to support children's literacy skills or independence.
- The key-person system does not ensure that every child's learning and development is tailored to meet their individual needs, or that their progress across all areas of learning is effectively monitored. Furthermore, some parents do not receive accurate information regarding their child's learning and development, in order for them to support this fully at home.
- Ways in which to evaluate what needs improving are weak. The registered provider does not keep a close check on staff performance, the quality of their observation, assessment and planning or the weaknesses in their knowledge of safeguarding. This means that priorities are not effectively identified and addressed.

### It has the following strengths

- Children who have special educational needs and/or disabilities are well supported. Staff receive all the required information and training from professionals. Parents, professionals and staff all work together to ensure children's individual care and medical needs are very well met.
- Staff have a suitable knowledge of managing allegations and the possible indicators of abuse. They are all clear about what they would do if they had any concerns.

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

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

- improve the quality of teaching and learning, by ensuring staff respond to children's emerging needs and interests, by skilfully questioning and talking to children and by capitalising on opportunities for children to develop their own ideas and strategies for doing things
- ensure the key person system supports every child's individual learning needs, by effectively monitoring the progress each child makes, by using this information to plan meaningful activities and by sharing accurate information with parents so that all children make good progress
- ensure the mobile phone policy is effective by restricting opportunities for staff to use their phones unsupervised when children are present, particularly while staff are having their lunch in the kitchen
- ensure that staff are suitable to fulfil the requirements of their role by; obtaining enhanced criminal records disclosure for each member of staff and by obtaining and recording any other vetting procedures, such as identity checks and reference checks
- ensure the ongoing suitability of staff to work alongside children, by implementing effective ways of monitoring their suitability and by making sure staff have a secure understanding of matters that could affect their suitability, such as living in the same household where a disqualified person lives or is employed
- ensure the overall quality of the playgroup continually improves for children, by making sure staff have the skills, training and clear understanding of their roles and responsibilities through effective coaching, mentoring and supervision
- ensure all records are available and easily accessible for inspection.

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

- enhance the opportunities for children to practice their early writing skills by having pens and pencils easily available and accessible in creative areas
- enhance opportunities for children to be independent at snack times by allowing them to pour their own drinks.

## **Inspection activities**

- The inspector observed the activities and experiences offered to children and the impact this has on their care and learning, both inside and outdoors.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### **Inspector**

Karen McWilliam

## Inspection findings

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

Some staff do not have an adequate understanding of child development and how to support children's learning. For example, they do not follow children's lead in painting activities or fully support children to practice their early writing skills. Some experiences are too adult directed and interactions are poor. This hampers children's progress. In addition, some staff do not have a good enough understanding of assessment. This means they cannot suitably monitor the progress children make overtime and plan appropriate activities to extend and challenge their individual learning. Also, they cannot share accurate information with parents, in order that they may effectively support children's learning at home. This does not ensure all children acquire the skills needed to be ready for school. Children have access to a suitable range of resources that cover all areas of learning, and they are able to choose to play and learn indoors or outside. This fosters some of their individual and preferred learning styles.

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

Children's emotional well-being is not a high enough priority, due to significant weaknesses in safeguarding procedures. For example, some staff have a poor understanding of changes that could affect their suitability to work with children. In addition, staff use their mobile phones in the kitchen, within sight of children. This does not demonstrate that the protection of children is given the upmost priority. Children confidently explore the environment and have good relationships with their friends; they play together cooperatively and share toys. Staff are polite and courteous and children behave well. Children have opportunities to be physically active, both indoors and outside. Children wash their hands, when appropriate, and are served healthy snacks and drinks. However, children do not pour their own drinks, which does not maximise opportunities to foster their independence. Children take part in some activities that contribute to their awareness of keeping themselves safe. For example, they have regular evacuation practices, so they know how to proceed in an emergency, such as a fire.

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

The leadership and management of the playgroup do not have a good enough understanding of the legal requirements of the Early Years Foundation Stage. The registered provider cannot evidence safe recruitment checks have been completed for all staff. For example, there are no records to evidence that some staff have had Disclosure and Barring Service checks, or to indicate any references have been obtained for any member of staff. In addition, the registered provider does not effectively monitor the ongoing suitability of staff because she does not ensure staff fully understand their responsibilities. This weak safeguarding practice does not ensure that all adults working alongside children are suitable to do so or continue to be suitable. Although all staff have relevant early years qualifications, the impact on children's progress is limited. The manager does not keep a close enough check on the quality of teaching or their

understanding of the learning and development requirements. Furthermore, supervisions and peer observations do not adequately identify and address weaknesses in staff's practice. Consequently, systems to identify what is working well and what needs improving are ineffective. Staff show a good understanding of the importance of liaising with teachers, when the time arrives for children to move on to the next stage of their learning.

## Setting details

<b>Unique reference number</b>	316426
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	865094
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Jayne Carmichael Greenwood
<b>Date of previous inspection</b>	9 December 2008
<b>Telephone number</b>	01706 624848

Spring Willows Playgroup was registered in 1997. The playgroup employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3 to 5. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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