

Albert Bear Playgroup

Chesterton Community Centre, London Road, Chesterton, Newcastle, Staffordshire,
ST5 7EA



Inspection date

10 March 2015

Previous inspection date

10 May 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		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:

- Staff do not always make the best use of outdoor resources in their teaching, to provide children with good-quality learning experiences.
- The systems in place to monitor, observe and assess children's learning are inconsistent throughout the playgroup. Children's next steps in learning are not always accurately identified. Also, the progress check for children aged between two and three years is sometimes not completed in enough detail. This means that some children do not make good progress in their development.
- The quality of teaching is variable. Some staff do not always ensure that all children are fully engaged and included in discussions during adult-led activities.

It has the following strengths

- Staff have a secure knowledge and understanding of the safeguarding and welfare requirements. This means that children's safety and well-being are promoted.
- The key-person system is well established. Children have formed sound attachments with staff who promote their emotional well-being.
- Children's behaviour is managed well by staff. They are astute in identifying times where groups of children need closer supervision to prevent unwanted behaviour.
- Partnerships with parents and other professionals are in place and are used to support children's continued development.

What the setting needs to do to improve further

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

- ensure all assessments, including the progress check for children between the ages of two and three years, are accurate and monitored by management, so that children's next steps in learning are clearly identified and successfully targeted, to enable all children to make consistently good progress
- raise the quality of teaching and learning opportunities for children during adult-led activities, for example, by ensuring that activities provide all children with sufficient interest and all children are included in group discussions.

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

- improve learning experiences and opportunities in the outdoor area, for example, by ensuring children have access to resources that promote their play and exploration, so they can fully engage in their preferred style of learning.

Inspection activities

- The inspector observed play and learning activities in the indoor and outdoor environments, and spoke to staff and children at appropriate times.
- The inspector held a meeting with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress-tracking information and discussed these with their key persons.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kerry Wallace

Inspection findings

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage. However, the quality of teaching is variable throughout the playgroup. They provide children with activities that offer an appropriate level of challenge. Children develop their physical skills as they manipulate play dough into pretend snails and butterflies. Staff promote children's communication and language development as they talk to children and teach them new words, such as larvae. However, some staff do not always ensure that all children are fully included and engaged during adult-led activities. This results in some children becoming bored and distracted at times. Staff monitor children's progress by carrying out observations. However, these are inconsistent in quality as some do not identify children's next steps in learning. As a result, staff do not target activities precisely enough to help children achieve the next steps in their learning. This means that children are not able to make consistently good progress. Children acquire the basic skills they need for their next stage in learning, such as school. Staff encourage younger children to tend to their own personal needs, such as fastening zips on coats.

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

Children are very happy and content. Children have formed sound attachments with staff so they are settled and confident. Children are emotionally prepared for their next stage in learning. Staff talk to them about moving up to older groups and on to school. Children learn about managing their own safety. Staff closely supervise and talk to them about walking down stairs safely. Children have access to daily outdoor play. There are good resources in the outdoor area, however staff do not always unlock the shed and provide children with these resources. This means that children's play is, at times, restricted as they cannot engage with activities of their choice. For example, there are chalk boards and painting easels but no chalks or paints available to enable children to engage with them. Children enjoy healthy meals and staff teach them about adopting good hygiene practices, such as washing their hands before eating.

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

Children's safety and welfare are promoted well. Staff understand the importance of preventing the inappropriate use of mobile phones and cameras. They have a sound understanding of the signs and symptoms of abuse. Staff are confident of the action to take if they have a concern about a child's welfare. Systems to monitor staff practice are in place and identify areas of future training for staff. Staff are well qualified and have a sound understanding of the Early Years Foundation Stage. Parents and older children's views are sought to evaluate the playgroup. All previous recommendations have been addressed. For example, visitors are now introduced to children so they are aware of why they are visiting and continue to feel safe. Partnerships with parents are good and support children's learning at home.

Setting details

Unique reference number	218081
Local authority	Staffordshire
Inspection number	864181
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	87
Name of provider	Albert Bear Playgroup Limited
Date of previous inspection	10 May 2011
Telephone number	07808 552451

Albert Bear Playgroup was registered in 1994. It operates Monday to Friday, from 8am to 4.30pm, all year round, except for one week at the end of August, Christmas week, and bank holidays. The playgroup employs 12 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 2 or above. The playgroup provides funded early education for two-, three- and four-year-old children.

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