

Clayton Playgroup

The Bungalow, Seabridge School Grounds, Roe Lane, Newcastle, Staffordshire, ST5 3PJ



Inspection date	23 March 2015
Previous inspection date	1 March 2012

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:

- Children's independence skills are not always promoted by staff through routine tasks, such as snack and mealtimes.
- Staff do not consistently manage behaviour in an appropriate way. Consequently, children become restless and behaviour is poor.
- Staff do not always provide opportunities for children to access technology resources independently. As a result, children are unable to fully develop their development in understanding of the world.

It has the following strengths

- Staff are warm, caring and attentive and children are happy and confident at the playgroup. A good two-way flow of information with parents and carers ensures staff know the individual needs of their key children.
- Children are suitably safeguarded. This is because staff have attended relevant child-protection training and are aware of their roles and responsibilities.
- Children's next steps in their learning are well supported. Children visit the host school and develop sound relationships with staff and children prior to them starting school.
- Staff undertake regular risk assessments and visual safety checks on a daily basis, to ensure effective measures are in place to minimise hazards to children.

What the setting needs to do to improve further

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

- ensure staff focus more closely on managing children's behaviour to ensure they promote children's sustained concentration and engagement in activities.

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

- improve the environment and resources, for example, by enabling children to use a broad range of technical toys, in particular, programmable and mechanical equipment
- increase children's opportunities to develop their independence skills further, for example, by allowing them to prepare food for snack time.

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff, risk assessments and policies and procedures.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at children's assessment records, planning documentation and staff records.
- The inspector carried out a joint observation with the manager.
- The inspector observed activities in the two play areas inside, as well as the outside play space.

Inspector

Lesley Bott

Inspection findings

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

There is a satisfactory balance of adult-led and child-initiated activities to promote children's learning and development. Children have access to a wide range of toys and equipment. However, opportunities to explore programmable and mechanical equipment is less regular, as children are not able to independently access these resources. Staff gain relevant information from parents about children's existing skills on entry. This helps to focus initial assessments and planning. Staff carry out regular observations of children and use these to identify children's next steps in their learning and development. Written termly summaries ensure parents are well informed about their child's progress. As a result, children acquire the basic skills they need for school and the next stage of learning. Staff foster children's skills in communication and language. They encourage children to be active learners, as the majority become enthusiastically involved in story time. In addition, they enjoy using the story props to recall the events themselves. However, staff do not consistently manage behaviour to give children clear guidance. Consequently, children do not learn how to be considerate to others as they join in with activities. Nevertheless, children play well together for the majority of the time.

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

The outdoor area and facilities provide regular opportunities for children to access fresh-air and physical exercise on a daily basis. This helps to promote a healthy lifestyle and support children's understanding of the benefits of physical development. Staff clearly support children with English as an additional language and those with special educational needs and/or disabilities. For example, information is gathered initially from parents on familiar words in their home language. Picture timelines are used with children whose language skills are still developing, to help them understand the daily routine and communicate their needs. Staff do not fully develop opportunities for children's independence. For example, children are not always encouraged to help with the preparation of food for snack time.

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

Parents spoken to, praise staff for their caring, flexible approach and comment that they are very happy with the provision. All staff are qualified, experienced and ensure children are properly supervised at all times. First-aid qualifications are held by all staff. This means that they know how to deal with accidents or illness appropriately. Training opportunities for staff are well-targeted and help to support and build on the quality of teaching. The monitoring of children's progress is effective. Gaps in learning are identified and addressed by key persons. The manager works with parents, staff and children to drive improvement and staff practice. For example, regular questionnaires are sent to parents to seek their views. However, the manager is not rigorous enough in observation of daily practice to highlight some of the weaknesses in staff's management of children's behaviour.

Setting details

Unique reference number	218119
Local authority	Staffordshire
Inspection number	865709
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	26
Number of children on roll	46
Name of provider	Clayton Playgroup Committee
Date of previous inspection	1 March 2012
Telephone number	0780 3301436

Clayton Playgroup was registered in 2009 and is based on Seabridge School site. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status. The playgroup opens from Monday to Friday term time only. Sessions are from 9am until 3pm Monday to Thursday and 9am until 12pm on Friday. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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