

Swinton Playgroup

The Reading Rooms, Swinton, Malton, North Yorkshire, YO17 6SR



Inspection date

21 April 2015

Previous inspection date

2 March 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The manager does not hold an accurate list of people linked with the playgroup whose suitability has been checked by Ofsted. This is because the provider has not kept a full record of that information. As a result, there is no accurate picture of who is able to have unsupervised contact with children. This puts children at potential risk of harm.
- The provider has not given Ofsted the necessary information to enable them to complete their suitability checks of the management committee. Consequently, Ofsted has been unable to complete their checks and verify the suitability of all individuals linked with the management of the playgroup.
- Observations of children's play and activities do not identify their next steps for learning. Consequently, staff cannot be sure that the activities they provide are offering suitable challenge to help all children make good progress.
- The provider's supervision and appraisal of the manager is not rigorous enough to identify the manager's training needs. Monitoring is not sufficiently focused on, ensuring that children make best progress and are kept safe.
- Staff do not always ensure children wash their hands before snack time. Therefore, children's physical well-being is not consistently promoted.

It has the following strengths

- Staff provide a calm environment and have a warm and caring manner towards the children. As a result, children appear happy and settled.
- Parents feel involved in their children's learning. The information that the setting provides for parents is a particular strength.

What the setting needs to do to improve further

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

- develop a system to record and update information about the suitability of staff and committee members, so that it is clear who has been vetted as a suitable person by Ofsted, and ensure that unchecked adults do not have unsupervised contact with children
- improve the staff's assessment of children's development and learning in order to identify children's next steps, and ensure that staff plan and carry out challenging experiences tailored to children's individual learning needs
- improve supervision arrangements for the manager so that her training needs are identified and priority is given to ensuring children make best progress and are kept safe.

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

- remind children to wash their hands and give them the opportunity to wash their hands before eating, in order to promote their physical well-being.

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

- ensure that effective systems are in place to ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service Check (Compulsory part of the Childcare Register)
- ensure that effective systems are in place to ensure that any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service Check (Voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the indoor and the outdoor areas.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the provider, manager, staff, children and parents.
- A range of documents was inspected, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation plans.
- The inspector sampled parent questionnaires and took into account the views of parents spoken to on the day.

Inspector

Estella Champion

Inspection findings

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

Staff's training and qualifications ensure they have a broad understanding of how children learn through play. At times, children are not effectively challenged or motivated during their play. Staff complete regular observations and assessments of children's learning. However, their ability to make accurate assessments is not consistent and so the next steps for children's progress are not always identified. This means that not all children make the best possible progress in their learning. Children enjoy role-play activities and use their imaginations well as they make castles from toy bricks or play with a dolls' house. Staff support imaginary play well because they give children periods of uninterrupted time in which to develop and extend their ideas. Children's mathematical skills are developed through everyday activities. For example, children all join in as they count to the number of the day. Staff introduce mathematical language about shape when children play with the bricks. This ensures that children are learning basic skills in preparation for starting school. Parents are welcomed into the playgroup and are given good opportunities to get involved in their children's play and learning activities. Parents speak positively about the warm and friendly staff who work at the playgroup. Parents report that the staff keep them well informed about their children's learning and interests. The manager has developed systems for encouraging parents to share their children's learning at home with the playgroup. This helps to encourage continuity for children's learning and development.

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

Children's safety is not fully assured due to breaches in safeguarding and welfare requirements and because the manager is not aware of which adults have, and have not, been checked. Staff liaise with parents to find out about children's needs and preferences, making sure settling-in arrangements are not rushed and suit children's needs. Consequently, children's emotional well-being is supported during times of change. Staff are good role models for children, supporting them to cooperate, share and take turns. Staff consistently praise children's efforts and thank them for being helpful, particularly when they do tasks by themselves. This enables children to feel confident, proud of their achievements and self-motivated. Exercise is positively encouraged and children have free access to a well-equipped, outdoor play area. However, staff do not remind all children to wash their hands before snack time. Furthermore, when children are served snacks outside, the staff do not provide the means for children to clean their hands effectively. Consequently, children's health and physical well-being are not always adequately supported. Staff work hard to set out a well-equipped learning environment each day. This ensures that children have a wide range of good-quality resources and activities to choose from each session.

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

The provider does not meet all of the legal requirements. For example, the required information is not passed to Ofsted to ensure that suitability checks have taken place for all the adults who are on the management committee. In addition the provider does not keep an up-to-date list of checks that have been carried out on staff or helpers. Therefore, the provider is unable to fulfil their responsibility to safeguard children by being able to confirm that unchecked people have not had unsupervised contact with children. The leadership team's evaluation of the strengths and weaknesses of the playgroup is not adequate. They do not identify breaches of the Early Years Register and Childcare Register, which has an impact on children's safety and well-being. The monitoring and supervision of practitioners is variable. Not enough focus is given to how staff practice ensures that children make the best possible progress, or how effectively children are kept safe and protected. The provider does not have appropriate arrangements in place to support the manager in her role or to identify her training needs. As a result, the provider does not support a culture of improving practice. The manager monitors the children's progress and identifies the gaps in their learning. However, because staff do not identify the next steps in children's learning, the gaps are not always closed as quickly as they could be. A recommendation from the playgroup's last inspection was to gain more detail of the possible next steps in children's learning. The leadership team of the playgroup has not sufficiently improved this area in the interim period. The manager has made good links with the local primary schools that the children move to. Reception teachers are welcomed to the playgroup. The playgroup works together with schools to support children's future move to them.

Setting details

Unique reference number	400254
Local authority	North Yorkshire
Inspection number	868840
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	19
Name of provider	Swinton Playgroup Committee
Date of previous inspection	2 March 2010
Telephone number	01653695020

Swinton Playgroup was registered in 1992. The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The playgroup opens from 9am until 3pm, Tuesday, Wednesday and Thursday, during school term time. The playgroup provides funded early education for two-, three- and four-year-old children.

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