

Playtimes Playgroup

Ferriman Road, Spaldwick, HUNTINGDON, Cambridgeshire, PE28 0TQ



Inspection date

16 April 2015

Previous inspection date

19 October 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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:

- Although some staff are qualified, the quality of teaching is variable. Not all staff make the most of opportunities to extend children's learning. Because skills vary, the planning of activities does not consistently reflect children's individual learning needs. As a result, children's good progress is not assured.
- Staff do not implement secure procedures for the use of mobile phones, cameras and other handheld devices, such as tablets, which means children's welfare is not fully assured.
- Evidence of Disclosure and Barring service checks for some committee members were not available. This means not all are able to demonstrate their suitability.
- Organisation of the play spaces does not provide weary children with a quiet place to rest and relax.

It has the following strengths

- Children form good relationships with staff and each other. They settle well and enjoy their time in the setting.
- Staff promote children's communication and language development successfully through story times and two-way conversations. As a result, children develop key skills ready for school.
- Children's healthy lifestyles are promoted well through ample physical exercise in the fresh air and a varied range of nutritious and tempting food choices.
- Children benefit from continuity in their care and learning because partnerships with the school and other providers are well established.

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 and consistency of staff teaching skills so that children's learning opportunities are capitalised on and planned activities are well tailored to children's individual learning needs
- ensure policies and procedures that cover the use of mobiles phones and cameras in the setting are consistently implemented
- ensure essential evidence of Disclosure and Barring Service checks are available.

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

- improve the organisation of furniture and resources to provide children with clearly defined areas for active and quiet play, so that children have the opportunity to rest and relax.

Inspection activities

- This inspection was carried out as the result of a risk assessment, following information we received about the provider.
- The inspector observed the children at play, and spoke with children and staff.
- Documentation was sampled, including some policies and procedures, children's learning records, evidence of staff and committee suitability, and the staff training record.
- The playgroup's self-evaluation was looked at along with notes from the support team from the local authority.
- The inspector carried out a joint observation with a senior member of staff.
- Meetings were held with representatives of the committee and the manager.

Inspector

Veronica Sharpe

Inspection findings

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

Not all staff have a confident understanding of how to question children effectively and make the most of opportunities to extend their learning. Some staff, however, show good teaching skills, such as enabling children to think about how to construct a kite using various materials. Children benefit from activities that support their writing skills, such as chalkboards in the garden. Staff complete regular assessments of children's progress to recognise any signs of delay in their learning. Children spend ample time leading their own play, and consequently, have enjoyable experiences. After-school children make dens while younger children enjoy designing obstacle courses. However, adult-directed activities tend to be planned for groups of children and do not always take into account children's individual interests. As a result, some lack challenge and children's learning is not maximised. Children learn the skills they need to be ready for school, but their progress is not consistently good.

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

Staff encourage children to develop their independence as, for example, school-age children use a toaster safely. Younger children help themselves to water and freely access resources. Organisation of furniture and toys, however, does not provide children with a quiet place to rest during the day and after school. Staff are vigilant as children play outdoors and talk to them about possible hazards, such as stacking milk crates safely. They ensure children are comfortable in inclement weather, but otherwise encourage outdoor exercise all year round. Several staff hold first-aid qualifications and record accidents to share with parents. Behaviour management policies are implemented appropriately. Children learn to share and take turns because staff encourage them to negotiate and use timers. Relationships between the children are good and they interact well, preparing them for the wider social challenges of school. Staff collect detailed information about children's needs, such as allergies to foods or plasters.

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

At the inspection it was found that there had been an incident where a child had cut themselves on broken glass. Since then all glass has been removed from the mud kitchen, preventing further injuries. There were occasions when older children had recorded images on their tablets. While the risk to other children is small, staff are not able to ensure the appropriate use of images and children's welfare is not fully assured. New committee members have taken steps to apply for Disclosure and Barring Service checks. However, evidence was not available at the inspection to demonstrate the suitability of all members. Although the impact on children is minimal because they do not work directly with the children, this is a breach of requirements. The manager and staff attend safeguarding training and know the procedures to follow if a child is at risk of abuse or neglect. The manager holds meetings with staff to plan for their future training needs. However, this has not yet had time to improve the quality of teaching.

Setting details

Unique reference number	EY245626
Local authority	Cambridgeshire
Inspection number	1011328
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	28
Number of children on roll	64
Name of provider	Playtimes Committee
Date of previous inspection	19 October 2010
Telephone number	01480 890077

Playtimes Playgroup registered in 2002 and in 2014 merged with the Spaldwick out-of-school club. It is operated as a registered charity by a voluntary committee. The playgroup is located in a purpose built building in Spaldwick, Huntingdon. Opening times are Monday to Friday all year round with the exception of two weeks in the summer and one week at Christmas. During term time the out-of-school care operates from 8am to 9am and 3pm to 6pm and playgroup session are 9am to 3pm. In school holidays the playgroup is open from 8am to 6pm. There are 11 staff members including the manager. Of these, eight hold childcare qualifications at level 1, 2 or 3. The manager has Early Years Professional status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

