

Sutton On The Hill Pre-School Playgroup

Sutton On The Hill Village Hall, School Lane, Sutton-on-the-Hill, Ashbourne, Derbyshire, DE6 5JA



Inspection date

30 June 2015

Previous inspection date

23 March 2011

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 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 provider does not demonstrate a secure understanding of the Early Years Foundation Stage requirements, particularly in relation to safeguarding procedures. Staff, including the designated safeguarding officer, do not fully understand their roles and responsibilities for protecting children from potential abuse or neglect.
- Monitoring of staff practice and supervisions are not effective. As a result, the quality of teaching is variable and staff are not helped to improve through relevant training, coaching and mentoring.
- Children are not provided with a sufficient balance of child-initiated play and adult-led activities. Consequently, they do not enjoy purposeful and challenging learning experiences that are supported by consistently good quality teaching.
- Assessments on children are not always accurate or used in a way that help staff to plan effectively for children's continued progress.

It has the following strengths

- Children are happy and enjoy their time in the setting.
- Children are taught about taking risks, ensuring that they safely develop their skills and confidence.

What the setting needs to do to improve further

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

- ensure that all staff and management have a clear understanding of their responsibility to safeguard children from potential abuse or neglect, with particular regard to the procedures to follow if there are concerns about a colleague or other adults
- improve systems for monitoring staff practice so that strengths and weaknesses are swiftly identified, and support staff to improve their skills and knowledge through a focused programme of professional development
- ensure children are supported to make the best possible progress through a good balance of adult-led activities and child-led play that are effectively planned to support their individual learning needs
- use the information from observations to make accurate assessments of children's progress and to shape future learning experiences for each child.

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

- train all staff to understand the procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- train all staff to understand the procedures to be followed to safeguard children from abuse or neglect (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities inside the playroom and outside.
- The inspector spoke to children and members of staff.
- The inspector held discussions and meetings with the manager and a committee representative during the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector discussed self-evaluation and checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and/or carers spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Katherine Wilkins

Inspection findings

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

The quality of teaching across the pre-school is variable. Some staff use good interactions with children to promote their learning. For example, a story session provides children with an opportunity to talk about feelings and to develop their understanding of emotions. However, activities are mostly led by children and some lack purpose as there is a shortage of guidance from staff. For example, during a sand activity, staff supervise children rather than supporting their learning. As a result, children make steady, rather than good, progress. This includes two-year-old children who are in receipt of funding for early years education. Staff make use of settling-in visits to get to know children and partnerships with parents are positive. Staff use information from parents to identify children's starting points. Staff observe children regularly. However, not all staff use the information they gather to effectively monitor children's progress or to plan activities that support children's ongoing learning and development. Key persons support children with special educational needs and/or disabilities and work well with other professionals.

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

Children's safety and welfare are not fully supported. Although safeguarding training has been completed, staff's understanding of procedures is weak. This means that concerns about a child or a member of staff may not be acted upon in a timely manner. Staff work with local schools to make sure children are prepared emotionally for their move to school. Daily access to outdoor play offers fresh air and exercise, supporting children's positive health. Children are confident and enjoy taking safe risks. For example, when playing on the climbing frame, they identify ways to climb down safely. Children develop self-care skills as they learn to dress themselves, wash their hands and develop independence in using the toilet. As a result, children are gaining skills that will support their move to school. Children behave well. Staff role model positive behaviour and manage children's behaviour appropriately.

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

The provider and management do not ensure all staff fully understand the procedures to follow should they have safeguarding concerns about a child or an adult. This results in children not being fully protected from potential harm. Secure vetting procedures for staff are completed to make sure that they are suitable to work with children. Management reflect on aspects of the provision and make plans for future improvement. However, the management team do not effectively review the practice of individual staff members and so they are not aware of areas where staff need additional training and support. Staff are not supported to recognise their own strengths and weaknesses through regular supervisions. This results in children not benefitting from good quality teaching and learning experiences.

Setting details

Unique reference number	206883
Local authority	Derbyshire
Inspection number	864132
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	46
Name of provider	Sutton-on-the-Hill Pre-school Playgroup Committee
Date of previous inspection	23 March 2011
Telephone number	07969368599

Sutton on the Hill Pre-School Playgroup registered in 1973. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, during term time only. Sessions are from 9.05am until 3.05pm on Mondays and Tuesdays, and 9.05am until 12.05pm on Wednesdays, Thursdays and Fridays. The nursery provides funded early education for three- and four-year-old children.

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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