

St Gabriel's Playgroup

St Gabriel's Hall, East Street, Billingshurst, West Sussex, RH14 9QH



Inspection date

16 July 2015

Previous inspection date

12 September 2011

| 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 | | Inadequate | 4 |
| 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

- There are variations in teaching. Staff do not give children effective opportunities to express themselves or use their home language in the setting. These actions limit the progress children make in communication and language.
- The assessments, planning and deployment of staff to support children's learning is very weak. Staff do not effectively identify starting points or plan challenging activities that support the next steps in their learning. Consequently, children quickly lose interest in their activities and this hinders their learning and development progress.
- The key-person system is sometimes ineffective. This means that staff do not always promote all children's emotional well-being.
- Staff are not secure or consistent in using age-appropriate behaviour management methods. This means children are not able to learn to manage their feelings and behaviour effectively.
- Partnerships with other professionals involved in the children's care and learning are not effective. This means that for children with special educational needs and/or disabilities and children who attend other settings, staff do not consistently promote their development and care.

It has the following strengths

- Staff give appropriate messages that help children gain an understanding of healthy lifestyles. For example, children become aware of the importance of a healthy diet.

What the setting needs to do to improve further

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

- strengthen staff's teaching skills by ensuring all staff promote all children's language and communication development effectively
- improve the assessment system to consistently gather information from observations for all children to clearly identify their starting points and plan challenging activities to meet the next steps in their learning
- improve the deployment of staff, particularly during large group activities and in the outside area, to effectively support and extend children's learning
- develop and use effective methods to provide opportunities for children with English as an additional language to use their home language in the setting
- develop the staff's understanding of the key-person role and implement effective procedures to ensure that they tailor each child's learning and care to meet their individual needs
- improve staff understanding and consistency in promoting good behaviour to effectively encourage children to behave well
- improve partnerships with other professionals involved in children's learning and care and use the information gathered to effectively identify and meet children's individual needs.

Inspection activities

- The inspector observed staff interactions with the children and held discussions with staff and children.
- The inspector examined a range of documentation, including a sample of the policies and procedures, evidence of staff suitability and self-evaluation information.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jacqueline Walter

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

Although most staff are qualified, the quality of teaching from some staff is weak. They have a limited understanding of how to encourage children's language development. Staff do not always ask skilful questions to help extend children's speech or encourage children to use their home language. Staff make infrequent observations of children's development, limiting how well they plan challenging activities to meet children's needs. They gather information from parents but do not always identify children's starting points or effectively plan their next steps in learning. Therefore, not all staff promote children's progress to ensure learning gaps are closing. Staff do not always take account of children's differing abilities and understanding when organising individual and group activities. This limits children's learning, particularly for younger children or those with additional needs, as they quickly lose interest in the activities. This affects any positive preparation for school.

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

The deployment of staff does not consistently support children's emotional well-being or learning. For example, at times, staff supervise children outdoors more than interact with them. Key persons are not always available to meet children's needs. Some older children do not learn about appropriate behaviour as staff do not give consistent support. Children enjoy using the climbing apparatus, bikes and balancing equipment. This helps them grow in confidence as they practise their physical skills. Children dress up in school uniforms and happily discuss their move to school with staff. This helps them to become more comfortable about the move to school. Staff are friendly and caring. They provide a suitable range of resources and help children develop independence; for example, children pour their own drinks at snack time.

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

Leadership and management is ineffective. This compromises children's care and learning. Managers identify some weaknesses in practice and set targets for improvement, although they do not sufficiently focus on teaching practices. Staff successfully addressed previous safeguarding and welfare actions set by Ofsted. There are appropriate supervision arrangements in place. Monitoring of children's progress has begun to identify gaps in children's learning. Managers and staff have a good understanding of child protection and safeguarding. They conduct regular risk assessments and managers carry out appropriate suitability checks. However, management does not encourage effective information sharing with other settings that children attend or effectively use information from other professionals. Consequently, children with additional needs do not receive appropriate support and development gaps are slow to close.

Setting details

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| Unique reference number | 113717 |
| Local authority | West Sussex |
| Inspection number | 835930 |
| 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 | 43 |
| Name of provider | St Gabriel's Playgroup Committee |
| Date of previous inspection | 12 September 2011 |
| Telephone number | 01403784828 |

St Gabriel's Playgroup registered in 1999. It operates from a church hall in Billingshurst, West Sussex. The playgroup is open during term times only on Mondays, Wednesdays and Thursdays from 9am to 4pm, and on Tuesdays and Fridays from 9am to 12pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff; of these, six have relevant childcare qualifications.

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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