

Herrick Playgroup

Lockerbie Avenue, Leicester, Leicestershire, LE4 7NJ



Inspection date

9 July 2015

Previous inspection date

15 October 2009

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:

- The quality of teaching is variable. This means the children are not always challenged in their learning and development as they play or during adult-led activities.
- Observations and assessments are inconsistent. The planning of activities does not always take into account children's next steps in learning. This means children are not making the best possible progress.
- The performance monitoring for staff does not yet include targets on how they can improve the quality of their teaching.

It has the following strengths

- Safeguarding is good. Staff recognise the signs and symptoms of possible abuse and neglect and understand the procedure to follow should they have concerns about a child's welfare.
- Children are happy and well settled in their environment. They clearly benefit from the caring and trusting relationships that they have established with staff.
- Children behave well in the setting. They respond well to praise, encouragement and age-appropriate explanations. This helps develop their confidence and understanding of expectations.
- Parents speak highly of the care that their children receive at the setting.

What the setting needs to do to improve further

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

- plan and provide a challenging and enjoyable experience for each child that meets their needs and fully promotes their next steps in learning
- improve the quality of teaching to consistently challenge children as they play, and during adult-led activities, in order to extend their learning.

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

- extend the system for monitoring staff performance to assess the effectiveness of their teaching and identify support that can be provided to strengthen the quality of their practice.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector evaluated learning activities with the manager.
- The inspector sampled children's records, policies and procedures.
- The inspector spoke with the children and staff at appropriate times during the inspection. She also held a meeting with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Tracy Hopkins

Inspection findings

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

Children enjoy their play, and overall, make good progress in their learning and development. They gain some important skills that will support them when they move on to school. There is some good quality teaching and interaction from staff. However, this is not consistent as some staff do not build on what children already know and can do, in order to extend their learning as they play. Observations and assessments of children's learning are not always effectively used. This means staff are not always able to plan and provide activities that consistently focus on children's next steps in learning. This means children may not make as much progress as they can. Children enhance their awareness of the wider world because staff are positive role models. They promote inclusion well. Positive images of other's similarities and differences are represented in books or small-world characters that children access. In addition, staff use signs and symbols as a way of communicating and enhancing children's language skills. This enables children, including those who have English as an additional language, to feel included in activities and daily routines while building on their language skills.

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

Children are encouraged to take risks and learn about safety. The children are kept safe both inside and in the outdoor environment. Children develop their physical skills as they learn to move in different ways. For example, in the outdoor area they happily run and move with confidence. They have opportunities to climb and clamber on different equipment. Children have many worthwhile opportunities to learn about healthy eating and understand the importance of self-care. All children wash their hands and staff reinforce appropriate language, such as clean and dirty. This helps children learn about good hygiene practices from a young age. The children enjoy snack times that allow them to make choices about which fruit they want and to pour themselves a drink.

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

Procedures to ensure staff receive annual appraisals are in place, along with timely additional supervision sessions. Staff are well qualified. However, they do not always use their qualifications to best effect. Targets to improve the quality of their teaching are not always used and monitored to assess the effectiveness of their teaching. This results in staff not being provided with the necessary support to strengthen the quality of their teaching. Consequently, children's learning opportunities sometimes lack challenge and the activities are not always engaging or extended to fully support children's learning. Children are protected in the event of an accident. This is because all staff have a current paediatric first-aid certificate and accident procedures are effectively carried out. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare. The manager uses sound recruitment and vetting procedures to appoint staff, and all staff are aware of their roles and responsibilities.

Setting details

Unique reference number	EY255108
Local authority	Leicester City
Inspection number	860407
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	37
Name of provider	Herrick Playgroup Committee
Date of previous inspection	15 October 2009
Telephone number	07946 300097 + 07940 839373

Herrick Playgroup was registered in 2003. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including two who are degree level qualified. The playgroup is open each weekday from 8.50am to 11.20am, and 11.30am to 3.15pm during term time. The setting also provides out-of-school care from 8am to 8.50am and 3.15pm to 4.30pm, during term time. The setting also opens from 8.30am to 12.30pm during school holidays. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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