

St Peter's Playgroup

Holm Place Sports And Social Club, Queenborough Road, Sheerness, ME12 3DF



Inspection date

10 September 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Some areas of the premises are hazardous as risks have not been identified in order to safeguard children.
- There are occasions where staff do not supervise children adequately in order to keep them safe and ensure that their needs are met.
- Management have not ensured that staff monitor and assess all children's progress adequately to identify gaps, or plan effectively to promote children's progress across all areas of learning.
- Staff miss opportunities to support children to develop confident social skills and form relationships with each other.

It has the following strengths

- Staff are kind and caring towards the children, helping children to feel settled and secure.
- The nursery has a wide range of exciting activities and resources inside and outside, which children enjoy exploring and investigating.
- Management and staff work hard to develop positive relationships with parents and families, resulting in a strong community feel across the setting.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
|--|------------|
| <ul style="list-style-type: none"> ■ put effective arrangements in place to identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised | 25/09/2015 |
| <ul style="list-style-type: none"> ■ deploy staff to ensure that children's needs are met and that children are within sight or hearing of staff at all times. | 25/09/2015 |

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

Due Date

- | | |
|---|------------|
| <ul style="list-style-type: none"> ■ take all necessary measures to minimise any risks to the safety of children and staff | 25/09/2015 |
| <ul style="list-style-type: none"> ■ improve the programmes for personal, social and emotional development by ensuring that staff identify when children need additional support and encouragement to develop social skills and relationships with one another | 30/10/2015 |
| <ul style="list-style-type: none"> ■ ensure that staff assess children's progress accurately, including checks for children aged between two and three, in order to meet all children's needs and to plan effectively for the next steps in their learning. | 30/10/2015 |

Inspection activities

- The inspection was carried out following a risk assessment conducted by Ofsted.
- The inspector observed the safety arrangements and viewed risk assessment records.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation and held a meeting with the nursery manager, who is also the owner.
- The inspector spoke to parents during the inspection and looked at feedback records to consider their views.
- The inspector sampled planning and assessment records and a range of other documents.

Inspector

Linda du Preez

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding arrangements are not effective as procedures to keep children safe are weak. The recent move to the new premises has affected the management team's ability to drive improvement. There are systems in place to make improvements and for staff supervision. However, these have not accurately identified all weaknesses. For example, managers have not ensured that educational programmes are effectively monitored. Consequently, there are weaknesses in assessments and planning. These weaknesses impact on some children's progress and result in staff failing to meet the individual needs of all children. However, the manager recognises the weaknesses identified at the inspection and demonstrates a willingness to work hard and drive improvement. Staff also demonstrate a commitment to addressing the concerns and improving the quality of the provision.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is too variable. Staff provide a wide range resources, which enable children to make choices and become independent. However, staff do not sufficiently challenge and extend children's development throughout everyday routines. For example, when children take part in snack, staff fail to make these experiences social occasions. Staff miss opportunities to enhance children's social development as they do not identify that some children play alone throughout the day. These oversights limit the progress some children make in readiness for starting school, especially those who lack confidence interacting with other children. The newly-developed garden area provides an exciting place where children enjoy exploring and investigating. Children enjoy a range of outdoor activities and develop an interest in the natural world. For example, they look for bugs and record their findings using a clip board, which promotes early writing skills.

Personal development, behaviour and welfare are inadequate

Children's safety is compromised because staff do not identify and manage hazards. Staff deployment is also not good enough. On several occasions during the inspection children played in the hallway and went into the adjoining room without staff being aware that they were there. This lack of supervision places children at risk of harm. There is a strong key person system in place to support children's emotional well-being. Staff and children have warm relationships. Parents are complimentary about how well staff know the children and keep them well-informed about activities their children enjoy. Children are very well behaved as staff make their expectations clear in a supportive and positive way. Children benefit from fresh air and exercise in the garden, which enhances their physical development.

Outcomes for children are inadequate

Staff gather useful information from parents about their children's progress before children start attending. Although staff observe children and assess their progress, some staff make inaccurate assessments. These inconsistencies limit the identification and planning of next steps to help all children make progress in their learning and development.

Setting details

Unique reference number	EY486282
Local authority	Kent
Inspection number	1023486
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	50
Number of children on roll	40
Name of provider	Maria Faith Allen
Date of previous inspection	Not applicable
Telephone number	07710418564

St. Peter's Playgroup re-registered in 2015 in their current setting. It is located in a sports and social club in Halfway, on the Isle of Sheppey, in Kent. The setting opens Monday to Friday 8.45am to 11.45am and Tuesday, Wednesday and Thursday also from 12.30pm to 3.30pm term time only. There is a lunch club available from 11.45am to 12.30pm. There are nine members of staff, who have early years qualifications at level 3 and the manager holds a qualification at level 4. The setting receives funding for two-, 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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