

Singleton Playschool

Singleton School, Singleton, Chichester, West Sussex, PO18 0HP



Inspection date

Previous inspection date

30 September 2015

8 November 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Recruitment procedures are not fully effective; in particular, suitability checks to ensure all staff hold relevant qualifications. Therefore, this has an impact on staffing levels in order to maintain correct staff-to-child ratios and promote children's safety. This breach also relates to the associated requirements of the Childcare Register.
- Leaders do not ensure all relevant documents are available for inspection, in particular those relating to staff qualification checks. Furthermore, they have not sought prior permission from Ofsted to remove these off the premises. As a result, staff qualification checks cannot be verified to fully assure children's safety.
- Staff do not always use their skills and knowledge to challenge the most able children, for example, by providing a suitable range of activities to extend their learning.
- Staff do not make the best use of all opportunities throughout the daily routines to develop children's independent skills, such as during mealtimes.

It has the following strengths

- Staff get to know the children well and are sensitive to their needs. They have a good understanding of how children learn and develop.
- Children settle well and develop close bonds with staff. This ensures that children have a safe base from which to explore.
- Partnerships with parents are effective. This enables the sharing of information between staff and parents, which contributes to children's development and learning.
- Children have access to a well-equipped environment, which promotes their physical and emotional development.

What the setting needs to do to improve further

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

	Due Date
■ ensure staff hold full and relevant qualifications in order to maintain correct ratios at all times to promote children's safety	01/10/2015
■ ensure all required records, particularly those relating to staff qualification checks, are accessible and made available for inspection, and records are not removed from the premises without prior agreement with Ofsted	14/10/2015
■ develop clear and robust recruitment processes to ensure all staff are suitable, with particular regard to checking relevant qualifications, prior to staff working directly with children.	14/10/2015

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

- increase opportunities for the most able children to experience further challenges during play to extend their learning
- explore further ways to develop children's independence skills to help them prepare for their future learning.

Inspection activities

- The inspector viewed all areas of the setting and observed the quality of resources and teaching practice.
- The inspector carried out a joint observation with two members of staff.
- The inspector looked through all relevant documentation to ensure the setting meets the statutory requirements.
- The inspector held a discussion with the chair of the committee and two other members of staff.
- The inspector had discussions with parents to gather their views about the setting and their children's experiences.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider does not meet all the requirements of the Early Years Foundation Stage. Safeguarding is ineffective. Recruitment processes are not robust to ensure staff are suitable for their role. For example, staff qualification checks are not thorough, which means that staff ratios are not always accurate. Furthermore, staff qualification records are kept off-site without prior consent, and leaders were not able to make these available during the inspection to verify. This has a significant impact on assuring children's safety. Despite this, staff are aware of child protection issues and signs that may raise cause for concern, and know how to respond to these in a timely way. Leaders deploy staff sufficiently, enabling them to monitor children's learning. They suitably evaluate the quality of the provision and gather feedback from parents and staff to identify areas for development. Furthermore, leaders review staff performance and identify training opportunities, such as during supervision meetings, to help improve staff knowledge and skills. Leaders monitor children's progress and put in place interventions to support children who need additional support. Staff share information with local schools and work with other professionals to help children make good progress in their next stages of learning.

Quality of teaching, learning and assessment is good

Staff organise stimulating experiences for children and understand well how they learn and develop. Children respond positively to staff encouragement and frequently show their willingness to learn. Staff encourage children's imagination and extend their learning well. For example, they provide further explanations when they hear children describing and naming dinosaurs. This helps children to make good progress in their learning. Staff obtain information from parents about what children can and like to do when they first start. They use this information well, along with their observations, to offer relevant experiences to develop each child's learning skills.

Personal development, behaviour and welfare require improvement

Staff are kind and implement sensitive care arrangements. However, current staffing levels are not always consistent; therefore, key persons are not able to meet children's well-being fully. Staff encourage children to become independent, for example, in managing their personal hygiene needs, such as washing their hands. Staff prepare healthy snacks and encourage parents to bring in healthy foods for children's lunches. Children understand that nutritious food and regular exercise help to keep them healthy. Staff model good behaviour and manners effectively. They know how to deal with incidents of unwanted behaviour in a calm way and through sensitive discussions.

Outcomes for children are good

Children make good progress towards their early learning goals and their development is typical for their age. Children with additional needs are catching up in their learning with

timely interventions. Consequently, children are well prepared for their move to school.

Setting details

Unique reference number	113696
Local authority	West Sussex
Inspection number	846047
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	15
Number of children on roll	11
Name of provider	Singleton Playgroup Committee
Date of previous inspection	8 November 2011
Telephone number	01243 811679 (schl)

Singleton Playschool registered in 1996. It operates from a classroom in Singleton Primary School in Singleton, West Sussex. The playschool is open on Monday, Wednesday and Friday from 9am to 12.30pm, and on Tuesday and Thursday from 9am to 3pm. The provider receives funding for children aged two, three and four years, as well as early years pupil premium funding. There are three members of staff; one is qualified to level 6, one to level 2 and one is unqualified.

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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