

Neston Pre-School Playgroup

Neston Village Hall, 19 Pool Green, Neston, Corsham, Wiltshire, SN13 9SN



Inspection date	8 October 2015
Previous inspection date	24 May 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Leaders have failed to follow safeguarding procedure correctly. This is because they do not notice when visitors, who have not been appropriately vetted, have unsupervised access to children. This compromises children's safety and well-being.
- Leaders and staff miss opportunities to ask children about what is happening during their activities, and occasionally do not give children enough time to answer questions.
- There are few opportunities for children to observe print in all areas of the playgroup, to extend their understanding of how print is used in everyday life.

It has the following strengths

- Leaders and staff engage well with parents on a daily basis and take their views seriously. As a result, partnerships with parents are very positive.
- Children's physical abilities are developing well because leaders and staff provide a wide range of opportunities for children, for example, to practise balancing. Leaders and staff encourage children to take small calculated risks in their play.

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
■ implement robust procedures to ensure that visitors to the playgroup do not have unsupervised access to children, to keep children safe from harm	09/10/2015
■ train all staff on the written statement of procedures to be followed to safeguard children from abuse and neglect	09/10/2015
■ ensure any person whose suitability has not been checked, including through a Disclosure and Barring Service check, is not left unsupervised with children at any time	09/10/2015
■ ensure any person caring for, or in regular contact with, children is suitable to work with children, including obtaining an enhanced Disclosure and Barring Service check.	09/10/2015

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

- build on opportunities for children to develop their critical thinking skills and allow children more time to respond to questions
- provide more opportunities for children to see and use print in all areas of the playgroup to promote further their early literacy skills.

Inspection activities

- The inspector observed activities throughout the playgroup and outside play areas.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector
Julie Swann

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders and staff are not sufficiently vigilant in ensuring visitors to the setting do not have unsupervised access to children. For example, they failed to notice when a visitor took a child to the toilet. In addition, leaders have failed to obtain enhanced Disclosure and Barring Service checks for visitors who have this level of unsupervised access. This puts children at risk of harm. Safeguarding is not effective. Despite this significant weakness, all staff have attended safeguarding training. They have an appropriate understanding should they have a concern about a child in their care. Leaders routinely monitor children's development and have an overview of the progress each child makes. This helps to identify any children requiring additional support. Leaders conduct regular supervision of staff and hold regular team meetings. A variety of training is available to support their professional development. As a result, leaders and staff support children's play well. Leaders and staff complete self-evaluation to identify areas for improvement to benefit children. Since the last inspection, they have developed secure links with local schools and other early years settings to promote continuity for children.

Quality of teaching, learning and assessment is good

Overall, leaders and staff provide some high quality learning experiences for children. Leaders and staff have a clear observation, assessment and planning system in place. They make regular observations of children's interests and achievements to help them plan relevant and interesting activities to keep children motivated to learn. Overall, leaders and staff promote children's communication and language skills well. For example, staff read stories with lots of expression. Children confidently discuss their interests, such as telling staff that they are going to dig for 'pirate treasure' and keep it in their 'pirate cave'. However, staff do not take every opportunity to help children think for themselves. Occasionally, staff do not give children enough time to respond to questions. Children become absorbed in creating their own pictures, demonstrating good hand control when using glue sticks, paintbrushes and attempting to write their own names. However, staff do not give children enough opportunities to see writing in all their activities to promote further their early literacy skills.

Personal development, behaviour and welfare are inadequate

Children's well-being is compromised due to inadequate safeguarding measures. However, all children are familiar with their key person caring for them; they are approachable, kind and receptive to children's needs. Children's personal hygiene and independence is promoted well. For example, children know to wash their hands before eating and serve themselves healthy and nutritional food at snack time. Leaders and staff reinforce and praise good manners and behaviour. They use a consistent approach to teach children clear rules and boundaries. As a result, children are kind, share and have a good understanding of right from wrong. Leaders and staff foster an environment that values, reflects and celebrates diversity well. For example, children visit the local church and take walks into their community, enhancing their understanding of the world around them.

Outcomes for children are good

Children develop the skills they need for their future learning and in readiness for starting school. All children are making clear progress from their identified starting points, including disabled children, those who have special educational needs and children who speak English as an additional language. Children who are more able have interesting and challenging activities to support their continued progress.

Setting details

Unique reference number	199401
Local authority	Wiltshire
Inspection number	826111
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	20
Name of provider	Neston Pre-School Playgroup Committee
Date of previous inspection	24 May 2011
Telephone number	07815679984

Neston Pre-School Playgroup has been established since 1972 and is located in Neston, Wiltshire. The playgroup is open on Tuesday, Wednesday, Thursday and Friday from 9am to 1pm during school terms only. There is an additional breakfast club available for school-aged children on Monday to Friday from 7.30am to 9am. The playgroup receives funding for the provision of free early years education for children aged three and four years. There are four staff, including the play leader, who work directly with the children; all have appropriate early years childcare qualifications at level 3 or above.

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