

# Abington Vale PlaySchool

10 Bridgewater Drive, Bridgewater Drive, Northampton, Northants, NN3 3AF



## Inspection date

6 October 2015

Previous inspection date

27 June 2011

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Ofsted has not been notified of changes to members of the committee. This compromises the effective management of the playschool.
- Staff do not always use their observations and assessments effectively to plan challenging activities that promote children's progress and prepare them well for future learning.
- The quality of teaching and interactions with the children are sometimes inconsistent across the staff team. Staff do not always make the best use of resources to support good quality learning experiences. Consequently, children are not always fully motivated and engaged in their play.
- Management procedures to mentor and support staff are not sufficiently effective in improving the overall quality of teaching.

### It has the following strengths

- Children and their families are warmly welcomed into this friendly playschool. This is further enhanced by the implementation of the key-person system. Children settle well and demonstrate that they feel safe, happy and emotionally secure.
- Staff establish effective partnerships with parents, other professionals and early years providers, including local schools. As a result, there is a consistent approach to children's learning and care. Parents compliment the care and learning provided.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure assessment is consistently used to inform the planning of challenging activities that are fully matched to the children's learning needs, and therefore helps them to make good progress</li> </ul>	30/11/2015
<ul style="list-style-type: none"> <li>■ improve the quality of teaching methods used by the staff to ensure all children receive consistent support during activities to help them make good progress</li> </ul>	30/11/2015
<ul style="list-style-type: none"> <li>■ improve arrangements for the supervision of staff, in order to improve the quality of teaching and to support all children to make good progress.</li> </ul>	30/11/2015

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

- make better use of resources to facilitate children's play and learning, in order to provide good quality learning experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playschool manager.
- The inspector held meetings with the nominated representative of the committee, the manager and the deputy manager.
- The inspector looked at relevant documentation, such as the playschool's self-evaluation forms and evidence of the suitability of staff working in the playschool.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Ann Austen

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are generally effective. Ofsted has not been correctly informed of changes to the committee. However, this has a minimal impact on children as suitability checks have been completed on all members of staff. Procedures to recruit and induct new members of staff are appropriate. Staff assess and minimise risks within the playschool and on outings and supervise children appropriately. They understand what would cause them concern and their responsibilities to protect children from abuse and neglect. All members of staff hold suitable qualifications. However, the supervision of staff is not sufficiently focused to accurately assess and mentor them, in order to improve the quality of teaching across the whole staff team. The manager uses self-evaluation to reflect on the overall quality of the provision. She has identified areas for development and demonstrates that she has the capacity to implement improvements.

### **Quality of teaching, learning and assessment requires improvement**

Staff observe and assess the progress children are making in their learning. However, they do not always effectively use this information to plan new experiences to consistently challenge and excite all children. Staff do not always demonstrate the same levels of enthusiasm and skills when supporting, questioning and challenging children, in order to improve their learning. Children enjoy listening to stories. However, the size of the group is too large to maintain the attention of younger children. In spite of these weaknesses, children enjoy their time at the playschool. Children enjoy singing rhymes and most staff introduce new vocabulary associated with their play. They have opportunities to sort objects according to their colour and size, and older children are encouraged to think about how many objects they will have if they add or take one away. This challenges their thinking and problem-solving skills. Children use magnifying glasses to search for mini-beasts and demonstrate excitement when they find a newt. Staff encourage children to identify its features and count how many legs it has.

### **Personal development, behaviour and welfare require improvement**

Children are encouraged to independently select their resources and choice of activity. However, staff do not always make the best of the available resources and activities to consistently captivate and sustain children's learning and interest. Staff support children to be kind to one another, to share resources and take their turn. They praise children for their achievements, which promotes their confidence and self-esteem. Children are supported to make friends and to respect and celebrate each other's differences. They make flags to celebrate Saint George's Day and taste food from different countries. Children have regular opportunities for fresh air and enjoy healthy food options. Mealtimes are appropriately used to enhance children's social skills and manners.

### **Outcomes for children require improvement**

Children are making sufficient progress in their learning and development in readiness for school. However, they are not always effectively supported to make the best possible progress. Staff encourage children to take responsibility. They willingly help to tidy away the resources at the end of the session.

## Setting details

<b>Unique reference number</b>	220115
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1017570
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Abington Vale Playgroup Committee
<b>Date of previous inspection</b>	27 June 2011
<b>Telephone number</b>	07840432388

Abington Vale PlaySchool was registered in 1992. The playschool employs six members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and 3. The playschool opens from Monday to Friday during term time only. Sessions are from 9am to 12 noon and from 12.30pm to 3.30pm. The playschool provides funded early education for two-, three- and four-year-old children. The playschool supports disabled children, those with special educational needs and those who speak English as an additional language.

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