

Inspection date

2 December 2015

Previous inspection date

15 December 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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

- There are breaches of the safeguarding and welfare requirements that have a significant impact on children's safety and well-being.
- The manager does not have the skills and knowledge required to ensure that the pre-school is meeting all legal requirements. This means she does not monitor the quality of provision effectively.
- Staff do not receive the support they need to develop their practice. The manager does not provide regular opportunities for staff to talk about children for whom they are responsible or to discuss and improve their own practice.
- Although the manager has plans in place to develop the pre-school further, she has not identified weaknesses in the existing provision independently. Furthermore, she has not acted on weaknesses identified by outside agencies quickly enough.
- Staff spend too much time trying to manage children's behaviour rather than teaching. This hinders children's progress and their readiness for school.
- Effective systems to check that all children and groups of children are making good progress are not yet in place.

It has the following strengths

- Staff are kind and caring. They are keen to make improvements in the setting. However, they have not had the necessary support from leaders and managers.
- Some teaching is good. When children are interested and engaged staff support their learning well.

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
■ ensure there is a manager in place who has the appropriate training, skills and knowledge and a clear understanding of their role and responsibilities	14/01/2016
■ ensure that children are not exposed to risks, with particular regard to the use of ride-on toys and scooters in the outside area	14/01/2016
■ ensure that children's actual hours of attendance are recorded on a daily basis	14/01/2016
■ ensure that all staff understand the role of the key person and that children's care and learning is tailored to meet their individual needs	14/01/2016
■ ensure there is a named deputy in place	14/01/2016
■ ensure that staff manage children's behaviour consistently and provide clear explanations for children when behaviour is not appropriate	14/01/2016
■ ensure that both of the lead practitioners responsible for safeguarding are appropriately trained and understand safeguarding policies and procedures	14/01/2016
■ ensure that all staff understand the safeguarding policy and procedures and have an up to date knowledge of safeguarding issues	14/01/2016
■ ensure that there is recorded information to show that all staff are qualified and suitable to work with children	14/01/2016
■ ensure that staff make a written record each time a medicine is administered to a child and that parents and/or carers are informed	14/01/2016
■ ensure that systems are in place to check staff's ongoing suitability	14/01/2016
■ ensure appropriate arrangements for staff supervision are put in place that enable staff to discuss concerns about children's development and well-being and improve their personal effectiveness.	14/01/2016

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

	Due Date
■ ensure that the manager of the setting has the skills and	14/01/2016

knowledge required to improve the quality of teaching, including the system used to observe, assess and plan for children's individual needs

- ensure that staff take all necessary measures to keep children safe from harm and minimise risks (voluntary and compulsory parts of the Childcare Register) 14/01/2016
- ensure that all staff are suitable to work with children (voluntary and compulsory parts of the Childcare Register) 14/01/2016
- ensure that both lead practitioners responsible for safeguarding have attended appropriate recent training (compulsory part of the Childcare Register) 14/01/2016
- ensure all staff receive training on the procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register) 14/01/2016
- ensure children's behaviour is managed consistently (voluntary and compulsory parts of the Childcare Register) 14/01/2016
- ensure a daily record is kept that shows children's hours of attendance (voluntary and compulsory parts of the Childcare Register). 14/01/2016

Inspection activities

- The inspector observed the quality of teaching and children's learning both inside and in the outdoor play area.
- The inspector conducted a joint observation with the manager of the pre-school.
- The inspector spoke to parents, staff and children at appropriate times throughout the day.
- The inspector sampled documentation such as policies and procedures, records of staff suitability, medication forms and observations and assessments of children's learning.
- The inspector held a meeting with the manager of the pre-school.
- The inspector held a meeting with a senior practitioner, who is one of the staff designated to take lead responsibility for safeguarding in the pre-school.

Inspector

Penny Fisher

Inspection findings

Effectiveness of the leadership and management is inadequate

The owner of the pre-school has recently taken over the role of manager. However, she has not addressed weaknesses in the provision effectively; these include many breaches of the legal requirements of the Early Years Foundation Stage. Arrangements for safeguarding are ineffective. The manager has implemented some changes, for example, some policies and procedures have been updated. However, her paperwork is in disarray and during the inspection the manager was unable to find many important records. For example, she was not able to demonstrate that all staff are suitably qualified or vetted to be working with the children. Staff's ongoing suitability is also not being checked. Not all staff have an up to date understanding of safeguarding policies and procedures. The manager, who is the designated lead person for safeguarding every Monday and Friday, has not updated her knowledge to support this role. There is currently no named deputy manager. Two hard-working senior practitioners understand that changes are needed to bring about the required improvement. They are keen and capable, but a lack of performance management, including regular supervision, means they have not had the support they need to develop their practice.

Quality of teaching, learning and assessment is inadequate

The manager does not have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. This has an impact on the quality of teaching in the pre-school, which is too variable. Staff do not have opportunities to reflect on their practice or receive constructive feedback and coaching. At times, teaching is good. For example, staff help a small group of boys to find and name buried letters in the sand, supporting their early literacy skills. Another small group of children enjoy making marks with chalks on the paving stones outside. However, some activities are not well-planned or risk-assessed. This hinders children's learning and the progress they make. For example, at group story time most children sit and listen well. However, it is the confident older children that answer all of the staff's questions while the younger children and those needing extra support with their language skills remain quiet or do not engage. Outside play is sometimes chaotic as children use ride-on toys and scooters to whizz up and down the confined space, ignoring those pretending to be the school crossing patrol officer. This means they pose a risk to each other and some children are not engaged in purposeful play for long periods of the morning. Staff are not using behaviour management strategies consistently or effectively. This means that children often do not listen to what staff tell them and are sometimes disrespectful to staff and each other. Recent meetings have been held with most parents to gather information about the children and their families and share information about their children's learning and development.

Personal development, behaviour and welfare are inadequate

Most children arrive at pre-school happily and settle quickly. Children's attendance is recorded in the register, but the exact hours of attendance are not noted. Parents give permission for staff to administer medicines and creams, but staff do not always record whether this has been done. In addition, it is not clear from records whether parents have been informed when staff have administered medicines. These breaches in requirements

impact on children's safety and protection. Due to staff changes, there has been a change in key person roles. A lack of previous records for some children, no formal handover with the previous key person who has left the pre-school, and some staff's lack of experience in the role means that the key person system is not currently effective. However, staff are kind and caring and build secure relationships with the children. Children have some opportunities to learn about people in the wider world, but there is a lack of resources that reflect a wide range of cultures.

Outcomes for children are inadequate

Systems in place to measure children's progress are not effective. For example, staff assessments of what children know and can do are not clearly linked to the observations they carry out. Children's next steps in their learning are not clearly identified and are not sharply focused on areas where they need additional support. The manager now has access to a tool that will, when fully implemented, enable them to track the progress of all children and different groups of children. This will help them to identify any differences in their achievements. However, this work is in the very early stages of development.

Setting details

Unique reference number	EY232609
Local authority	Kent
Inspection number	1006101
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	25
Number of children on roll	25
Name of provider	Mandy Dawn Baldwin
Date of previous inspection	15 December 2014
Telephone number	07747 671416

Playaways is a privately-owned setting. It registered in 2003 and operates from a mobile building adjoining Chilton School. Children have access to an enclosed outdoor play area. The setting is situated in a residential area in the town of Ramsgate, in Kent. The pre-school is open each weekday from 9am to 3pm, term time only. A breakfast club operates each weekday from 7.30am to 8.45am and an after school club operates from 3.15pm to 5.30pm, term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 25 children in the early years age range on roll. The provider employs seven members of staff. The setting receives funding for the provision of free early education for children aged two, three and four years.

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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