

Glen Street Playgroup

Glen Street Playgroup, Glen Street, LEICESTER, LE4 6NN



Inspection date	4 February 2016
Previous inspection date	17 February 2015

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

- The provider and manager do not demonstrate the capacity to bring about the required improvements identified at previous inspections. Although some improvements have been made, there are weaknesses in practice that continue to compromise children's welfare, safety and learning.
- Children are not effectively safeguarded. Those with safeguarding responsibilities do not fully understand the procedures to follow if an allegation is made against a member of staff.
- Ineffective monitoring means the provider has failed to identify significant weaknesses in practice. The educational programme does not ensure that children benefit from good quality interactions with staff. This means that children's learning is not extended or challenging and they do not make sufficient progress.
- Staff do not always use the information gained from observations of children's learning to identify accurate next steps in their learning and inform planning. This means that too many activities are not meaningful enough to help children achieve well.
- Staff do not demonstrate a good enough understanding of the different ways children learn. During some activities, not enough resources are readily available to allow children to become focused and engaged in purposeful play. Routines are not always clear and some children are unsure of what is expected of them.

It has the following strengths

- Children's physical development is effectively supported. They have many opportunities to move freely around the room and have regular access to an outside play area.
- Staff have built sound partnerships with parents. They share ongoing information with them about their child's care and learning.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure leaders and managers understand their responsibilities and implement effective systems to ensure improvements are made to raise the quality of the provision 	31/03/2016
<ul style="list-style-type: none"> ■ ensure that those with safeguarding responsibility fully understand the required action to take if an allegation is made against a member of the staff 	05/02/2016
<ul style="list-style-type: none"> ■ ensure that staff receive the coaching and training that they require to develop their understanding of the different ways that children learn and successfully identify and address areas where the quality of teaching is weak 	31/03/2016
<ul style="list-style-type: none"> ■ ensure that children are provided with an appropriate balance of adult-led and child-led activities that focus on specifically supporting their individual learning and development needs 	03/03/2016
<ul style="list-style-type: none"> ■ ensure observations and assessments of children's progress are accurate and used effectively to plan suitable experiences that continually build on what children know and can do so that they make at least good progress 	03/03/2016
<ul style="list-style-type: none"> ■ ensure children have enough resources and opportunity to freely explore, investigate and become highly engaged in rich, varied and challenging experiences. 	03/03/2016

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

- evaluate the organisation of routines and find ways to improve children's sense of well-being and security so that they fully understand what is happening now and next.

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 joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the settings self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents, children and staff during the inspection and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager does not demonstrate strong leadership skills. She does not have a good enough understanding of requirements. Staff receive regular meetings to discuss practice and training needs. However, monitoring is ineffective because weaknesses in teaching practice are not being clearly identified in order to drive forward continual improvements. Safeguarding is not effective. This is because those with safeguarding responsibilities do not have a good enough understanding of the procedures to follow if concerns are raised about a member of staff. The provider has ensured that the manager has completed additional training and the setting has been heavily supported by other professionals. However, gaps in knowledge and understanding remain and consequently some practice is still not good enough. Children are not benefiting from good quality experiences that will help to narrow the gaps between the most disadvantaged and advantaged children.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is too variable. Children are not always encouraged to take part in rich, varied experiences. Staff do not provide exciting activities that capture children's interests and too many opportunities are missed to extend and consolidate their learning. Younger children enjoy exploring the sand and water and playing with dough. However, staff do not demonstrate a good enough understanding of how they can support children using this activity to make the best possible progress. In addition, resources are limited and children have to wait for long periods of time to get a turn to play. Staff ask children to come away from an activity that they are interested in because there is not enough space for them to play. This means that younger children become confused, get upset and become disengaged from activities. Staff complete observations and assessments and track the progress children are making. However, these are not used well enough to plan a range of activities that will continually build on what children know and can do. Children who are identified as having special educational needs are mostly supported well. They are making some progress in their communication and language skills.

Personal development, behaviour and welfare are inadequate

Children's emotional well-being is not effectively promoted because some children do not always receive the individual care and attention that they need. Staff do not always identify when children would benefit from opportunities to spend more focused time with their key persons. This results in children not listening and running around the room, becoming overexcited. More confident children are self-motivated and enjoy playing together with their friends. They spend long parts of the sessions choosing their own games. However, staff do not recognise how they can follow children's lead and extend their play. Staff are friendly and build sound relationships with children and their parents.

Outcomes for children are inadequate

Children do not make sufficient progress over time because their learning is not promoted well enough by staff at this playgroup. Children develop some independence as they help to tidy away, attend to their care needs and serve themselves at snack times. This will help them in preparation for starting school when the time comes. Children who speak

English as an additional language receive the attention that they need from staff to help build their confidence in speaking English.

Setting details

Unique reference number	226857
Local authority	Leicester City
Inspection number	1007387
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 - 11
Total number of places	35
Number of children on roll	20
Name of provider	Glen Street Playgroup Committee
Date of previous inspection	17 February 2015
Telephone number	0116 222 1020

Glen Street Playgroup was registered in 1986. It is situated in the Belgrave area of Leicester and is managed by a committee. The playgroup opens Monday to Friday, all year round, from 7.30am until 6pm. The playgroup provides funded early education for three- and four-year-old children. It employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. It supports a number of children who speak English as an additional language, as well as those children with special educational needs.

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