

# Medbourne Playgroup

Medbourne Village Hall, Main Street, Medbourne, Market Harborough,  
Leicestershire, LE16 8DT



## Inspection date

Previous inspection date

10 February 2016

12 March 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		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has not given the highest consideration to ensuring that all of the legal requirements are met. Although Ofsted has been notified of all of the persons who make up the committee, they have not made sure that required suitability checks have been completed.
- Recruitment procedures are not robust or thorough enough and have not been implemented effectively. Vetting information is not always recorded. Children are at risk because suitability checks are not carried out on all staff working with them.
- The manager has not fully embedded systems to monitor the progress that groups of children are making overall to check that no group is falling behind.
- Staff complete assessments of children's progress and clearly identify their next steps in learning. However, they do not use this information well enough to make sure that more-able children are challenged to build as far as possible on their learning.

### It has the following strengths

- Children's communication and language are promoted well. Staff regularly talk to children and engage them in conversations. They model and repeat words to extend younger children's vocabulary and skilfully question older children to develop their thinking.
- The staff team works well together. They work hard to transform the room daily in to a stimulating, welcoming environment for all children. Children are provided with a wide range of activities across all areas of learning.
- Staff build strong relationships with parents and continually share information with them. This contributes to a combined approach to children's care and learning.

## 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 effective recruitment procedures for all adults working with children to check their suitability, including obtaining Disclosure and Barring Service checks	17/02/2016
■ keep a record of vetting processes for all staff and committee members.	17/02/2016

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

- use information from assessments to check more regularly the progress made by different groups of children and to make sure that no group falls behind
- review the arrangements for planning and give more consideration to children's individual next steps in learning so that older, more-able children are better supported to make the very best progress they can.

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

## Inspector

Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. Children's safety and welfare are compromised because the provider has not ensured that the recruitment procedures are robust. Appropriate suitability checks are not carried out before staff begin working in the playgroup. The provider does not keep a clear record of the vetting processes, including having all the required information about the Disclosure and Barring Service checks for committee members. Furthermore, not every individual associated with the setting has undergone the required suitability checks. The manager and staff demonstrate a suitable understanding of the signs of abuse and the procedures to follow to report any concerns about a child in their care. The manager and staff include children and parents when reviewing the provision. Although the manager has made many improvements since the last inspection, gaps in both her and the provider's knowledge of the requirements mean the provision is not good enough. Suitable systems for supervision of staff are in place. Staff have attended training and this has helped them to gain further knowledge and skills, which have improved the quality of teaching and the overall outcomes for children.

### Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. Their commitment to further training has had a positive impact on the quality of their teaching, which is consistently good. Staff follow children's interests and know children well. They track the progress children are making and use this information effectively to highlight and swiftly address any gaps in individual's learning. However, the manager and staff do not always use their assessments as well as they could to more regularly monitor the progress made by all groups of children. Occasionally, activities lack a good level of challenge for older, more-able children because staff do not always use children's next steps in learning to plan precisely for their needs. Younger children enjoy exploring with dough and paint. They are developing their awareness of how to use tools for a variety of purposes. Older children use their imagination well and develop their own ways of doing things as they build and create with a variety of construction pieces. Staff support older children to develop their understanding of mathematical concepts as they count and compare sizes. They develop a have a go attitude as they begin to form letters from their name. Children enjoy the praise and encouragement they receive from staff.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not assured because of weaknesses in safeguarding practice. Their emotional well-being is compromised because children build strong attachments with key persons whose identity and suitability has not been thoroughly checked. Staff are kind, caring and nurturing and ensure each child's individual needs are met. Children's independence is fostered well. Staff encourage children to make choices, put on coats for outdoor play and take on responsibilities at snack time. Children are actively learning about their community and similarities and differences in people, families and traditions. Children's behaviour is good. They learn quickly to share, take turns and be kind and considerate to their friends. Children's physical skills are promoted well as staff make good use of the outdoor space and encourage children to use play equipment safely.

### **Outcomes for children are good**

All children, including those who speak English as an additional language and those who receive funding for early education, are making good progress from their starting points. Children are well prepared for the next stage in their learning and their move to school.

## Setting details

<b>Unique reference number</b>	226442
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1009824
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Medbourne Playgroup Committee
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	01536 770 421

Medbourne Playgroup was registered in 1982. The playgroup employs six members of childcare staff. Of these, five are appropriately qualified. The playgroup opens Tuesdays, Wednesdays and Thursdays during the school term, from 9.15am to 3.15pm. The playgroup provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

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