

Oakworth Playgroup

Oakworth Methodist Church, Lidget, Oakworth, Keighley, West Yorkshire, BD22 7HN



Inspection date

8 February 2016

Previous inspection date

8 May 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Staff do not maintain their professional development relating to their knowledge of safeguarding procedures; nor do they consolidate their understanding of whom to report to should they have a concern about a child in their care or a member of staff.
- The system for monitoring children's progress across all seven areas of learning is ineffective. The process lacks a cohesive approach to make sure children are achieving as well as they should be.
- Tracking of children's progress is variable. A lack of focus on using children's identified next steps for their learning and development means that planning does not reflect how staff are to help and support children in making rapid progress across all areas of their learning.
- Evaluation of practice is not rigorous enough to ensure that there is a strong and accurate focus on those areas requiring improvement.
- On occasions, staff do not give children enough time to think about what they are doing before giving possible answers and solutions to their problems.

It has the following strengths

- The playgroup is welcoming and children are happy, settled and engaged in their play. Children form secure attachments with the caring staff.
- The staff plan a range of activities that children enjoy and are engaged in. Children have opportunities for outdoor play on a daily basis.

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 staff are fully aware of their role and responsibilities relating to the reporting of any child protection concerns and whistle blowing; make sure staff know who to report to and receive regular training to keep their knowledge secure 	29/02/2016
<ul style="list-style-type: none"> ■ develop effective systems for the observation, assessment and monitoring of children's progress across all areas of learning, and use the information regarding children's next steps in learning to plan challenging experiences matched to their individual needs. 	29/02/2016

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

- build on the system for tracking children's progress, in order to provide a clear indication of their successes and identified gaps in their achievement across all seven areas of learning
- improve evaluation of the playgroup so that areas most in need of improvement are swiftly identified and clear targets are put in place to address issues to improve practice and teaching
- enhance opportunities for children to make their own decisions about their play and give them time to think about how they want to do things before providing possible solutions to problems.

Inspection activities

- The inspector observed activities and the quality of teaching in the two playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the playgroup manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, as well as the self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Janet Singleton

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding arrangements are not effective. Staff are not confident of the details of whom they need to report any concerns about child protection or members of staff to. Additionally, managers are not routinely monitoring staff's knowledge or seeking training to improve their understanding of their role in reporting child protection concerns. Monitoring of children's progress does not reflect an ongoing picture of their development or swiftly identify gaps in their progress across all seven areas of learning. Although, the systems for observing, assessing and tracking are in place, they are not used robustly to accurately identify children's next steps for learning and to inform planning. This does not support children's ongoing continued progress, as activities are not always matched to their identified needs. Evaluation of the playgroup is weak. The manager has not identified areas that need improvement or reviewed the quality of the provision to enable clear, focused targets to be in place. This is contributory to the team's inability to set high expectations for their teaching and practice. Managers have addressed issues raised at the last inspection. Examples are the implementation of the supervision and appraisal system for staff. Additionally, improvements made to snack time have greatly enhanced the promotion of children's independence. Children now have access to the outdoors and enjoy daily activities outside. All required policies and procedures to support the playgroup are in place and mostly implemented well, the exception being staff's understanding of their own safeguarding policy. All areas used for play are checked for hazards to minimise risks to children. The manager has appropriate procedures for the recruitment, and for checking the continued suitability, of staff.

Quality of teaching, learning and assessment requires improvement

Teaching is consistent in that staff provide secure routines and many engaging activities for children. An example is the self-registration and circle time that children eagerly contribute to. Staff ensure children take part in a variety of activities. They help children to understand mathematics and literacy during their play. For example, children readily count, name shapes and write their names on their pictures. There is a focus on involving parents and including them in their children's development to complement the learning taking place. Staff know the children well, however, this information is not always used effectively to challenge and further extend their thinking. Planning is informed by children's current interests and not their next steps in learning. This means that children are not helped to make best progress. Staff, on occasions, guide children's play and do not give them enough time to find their own solutions and extend their thinking before providing the answer. Partnerships with other settings and agencies are effective.

Personal development, behaviour and welfare are inadequate

The weakness regarding staff's understanding of who to report any concerns about child protection or staff to has a negative impact on children's safety and well-being. Staff frequently praise children, which helps to build their self-esteem and confidence, promoting their emotional development. They ensure resources and equipment to support children's learning is in place and readily accessible to them. Staff help children learn about hygiene practices as they get ready for their snack. An example of this is that staff

help children wash their hands and talk about germs. Children enjoy a healthy snack of fresh fruit and happily pour their own water or milk, which contributes to their developing independence. Through many indoor and outdoor activities, children's physical development and understanding of risk is supported.

Outcomes for children require improvement

Children do not yet make good progress. Staff promote children's independence and help them acquire some skills ready for their future learning and move on to school. The staff support children across all areas of learning with a focus on developing their communication, language, physical, personal and social skills.

Setting details

Unique reference number	301972
Local authority	Bradford
Inspection number	1028510
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	35
Name of provider	Oakworth Pre-School Playgroup Committee
Date of previous inspection	8 May 2013
Telephone number	07748 425182

Oakworth Playgroup was registered in 1985. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The playgroup opens from Monday to Friday during term time, with the exception of Tuesday. Sessions are from 9am until 12pm. The playgroup provides funded early education for three- and four-year-old children.

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