

# Kinson Playgroup

Heathlands Primary School, Andrews Close, Bournemouth, BH11 8HB



<b>Inspection date</b>	10 May 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
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 does not always ensure that parents are informed of accidents that are sustained by their child in the setting. This compromises children's welfare.
- Staff are not consistent in how they manage children's behaviour, so children do not learn what is expected of them. Staff do not provide activities that engage the children adequately. This leads to a chaotic environment, which hinders children's learning.
- The provider does not reflect on and address weaknesses in teaching rigorously enough. Arrangements for monitoring and supporting staff performance are weak. The quality of teaching is inconsistent and does not meet children's learning needs.
- Observations and assessments of children's learning are not accurate. Staff do not have a clear picture of what all children can do or what they need to learn next. Staff do not plan activities to help children make adequate progress.
- The quality of staff interaction is inconsistent. Staff do not provide sufficient challenge or extend children's learning experiences to help them move on in their development.

### It has the following strengths

- Staff provide a welcoming environment with resources that are readily available to encourage children to make choices about their play.
- Children settle into the group happily and get on well with other children and adults.

## What the setting needs to do to improve further

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

	Due Date
■ ensure parents and/or carers are informed of any accident or injury sustained by their child	19/05/2016
■ increase staff's understanding of how to manage children's behaviour in an appropriate and consistent way, to help all children learn boundaries and expectations	21/06/2016
■ review and monitor staff practice effectively, and provide them with support and training to make sure they understand their role and responsibilities	07/06/2016
■ make effective use of observation, assessment and planning to support children to achieve the next steps in their learning and development	21/06/2016
■ raise the quality of teaching to a consistently good level to meet the individual needs, interests and stages of development of all children.	21/06/2016

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

- develop consistent and thorough systems to review and evaluate all aspects of practice, to identify and target areas for improvement effectively.

### Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector looked at documentation, including a sample of children's records and records to check staff suitability.
- The inspector spoke to a committee member, the manager and staff, and completed a joint observation with the manager.
- The inspector gained the views of the parents spoken to on the day of the inspection and of the systems used by the provider to evaluate the provision.
- The inspection was carried out following the risk assessment process.

### Inspector

Dinah Round

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff do not always inform parents, in a timely manner, when their children sustain an accident. This compromises children's welfare. Suitable recruitment and vetting procedures ensure staff's suitability. Staff are deployed suitably to maintain sufficient levels of supervision. The manager and deputy lead the sessions and hold relevant qualifications. Staff know the procedures to follow if they have any safeguarding concerns. However, there are weaknesses in staff practice, which have a negative impact on children's care and learning. The manager does not effectively monitor the quality of practice, staff interaction, or how well children make progress. Arrangements to improve staff's teaching practice are not successful.

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

Staff do not make regular and robust observations and assessments of children's learning. Planned activities do not build precisely on what children know or need to learn next, which limits the progress they make. Overall, staff take an interest in children's play, but they do not extend children's learning or offer children a good level of challenge. For example, as children enjoy playing and exploring outside, staff supervise them, but do not interact positively to support children's learning. Staff organise activities, such as making dough, but then walk away and leave children to finish the activity on their own. Children enjoy joining in songs and rhymes. Staff make use of puppets and objects, for example, to engage younger children appropriately.

### Personal development, behaviour and welfare are inadequate

Some staff do not have a sufficient understanding of how to promote positive behaviour and do not provide children with clear and consistent messages. For example, after lunch, some children run around indoors as staff do not engage them in activities. This disrupts other children who copy them, and creates a disorderly environment as staff ignore them. Children separate from parents and carers well at the beginning of the session. Staff are on hand to offer appropriate support and reassurance to new and less-confident children. When children first start, staff gather information from parents, to help settle children. Parents are encouraged to get involved with the committee and help out in sessions.

### Outcomes for children are inadequate

Children do not learn important skills, such as mathematics and new language, as they play because staff do not engage with them well. Children lose interest in some activities and are not motivated to learn. Children do not gain all the skills needed for school.

## Setting details

<b>Unique reference number</b>	EY489112
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	1050435
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Kinson Playgroup Committee
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01202 380699

Kinson Playgroup registered in 1976 and moved to the current premises in 2015. It is located in Bournemouth, Dorset. The playgroup is open during term time only from 8.30am to 4pm. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup employs eight members of staff; of whom, six hold relevant early years qualifications at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

