

<b>Inspection date</b>	19 May 2016
Previous inspection date	7 August 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
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 followed the correct child protection procedures with regard to an allegation of abuse that was made against a member of staff.
- The provider has a poor understanding about when, how and with whom confidential information about children can be shared.
- The provider does not make sure that records are easily accessible and available, with particular regard to the settings public liability insurance and staff qualifications.

### It has the following strengths

- There is an effective, structured approach to monitoring children's progress. Consequently, children's stage of development is easily identified and regularly shared with parents and other professionals involved with the child. All children make good progress, including children with special educational needs or disability.
- Staff plan each part of the day well and incorporate children's interests and next steps in their learning into activities. There is a key learning focus for children throughout the day, including during daily group discussions, snack and tidy up time and play activities.
- Staff build effective relationships with children by giving them verbal reassurance, smiles and praise. They play alongside children which helps them to form secure emotional attachments and promotes their sense of security and belonging.

## 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
■ ensure that the safeguarding policy and procedures to be followed in the event of an allegation being made against a member of staff, are in line with the Local Safeguarding Children Board procedures and are implemented at all times	19/06/2016
■ ensure that records are easily accessible and available, with particular regard to public liability insurance and staff qualifications	19/06/2016
■ ensure that the trustees and management are aware of their responsibilities under the Data Protection Act, so that confidential information about children is only shared with those who have a right or professional need to know.	19/06/2016

### 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 looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's own self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and children spoken to on the day.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The settings procedures for responding to allegations made against a member of staff are inaccurate and do not follow those laid out by Ofsted or the Local Safeguarding Children Board. The provider investigated an allegation against a member of staff themselves, without seeking advice about the correct procedures to follow. In addition, during this investigation process, the provider inappropriately shared confidential information about a child with people who did not have a right or professional need to know. On the day of the inspection, the manager could not provide any evidence of the settings current public liability insurance or of a member of staff's qualifications. Parents are effectively informed about how the setting operates. The setting's noticeboard and a regular newsletter provides them with plenty of information. In addition, policies are available for them to view at any time. There is an effective complaints procedure in place. This means that staff have a suitable knowledge of the correct procedure to follow to resolve any concerns or complaints in a timely manner. Staff's practice is adequately monitored and any training needs identified. Staff monitor the educational programmes effectively to ensure that children make good progress. There are positive relationships with parents and the on-site school. This means there is a shared approach to children's care and learning. The provider has developed links with the local authority adviser, in order to help identify and act on areas for improvement.

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

Staff understand and use a wide range of effective teaching strategies. They make sure that circle time provides children with regular opportunities to think and increase their knowledge of colours, shapes, numbers and letters sounds. Children investigate and explore. Their physical skills and coordination are developed as they roll and shape dough. Staff talk to children and ask them questions to extend their thinking and vocabulary. Children who speak English as an additional language are well supported. They have opportunities to speak their home language within the setting, enabling them to make links with the English vocabulary they are learning.

### Personal development, behaviour and welfare are inadequate

Weaknesses in the leadership and management do not protect children's welfare. Staff are deployed effectively to ensure children are adequately supervised and their individual needs are met. Staff have recently completed training on promoting children's positive behaviour. They use effective strategies to promote good behaviour and teach children to be polite and kind to each other. Snacks provided for the children are nutritious and well balanced. Staff promote children's independence skills as they have named helpers during snack and tidy up times. Children learn to keep themselves safe as they take manageable risks in their play. For example, as they learn to ride the two-wheeled bicycles outside.

### Outcomes for children are good

All children, including funded children, make good progress in their learning and development. They learn a wide range of skills and are well prepared for the next stage in

their learning, such as school. Children benefit from teaching that is consistently good and focuses on them achieving their full potential.

## Setting details

<b>Unique reference number</b>	EY438705
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1042229
<b>Type of provision</b>	Full-time 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 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Starz
<b>Registered person unique reference number</b>	RP531201
<b>Date of previous inspection</b>	7 August 2012
<b>Telephone number</b>	01785 780010

Starz was registered in 2011 and is managed by a non-profit incorporated voluntary association. Starz provides two services, a pre-school playgroup and an out-of-school club. The setting employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The pre-school playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs or disability.

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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