

Nether Heage Playgroup

The Village Hall, School Lane, Heage, DE56 2AL



Inspection date	18 May 2016
Previous inspection date	20 November 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The starting points for children's learning and development are not always established. As a consequence, children's progress is difficult to accurately monitor.
- Staff observation, assessment and tracking of children's development and progress are unclear. They do not consistently identify next steps for children's learning.
- Leaders do not monitor and assure the effectiveness of teaching, assessment and planning. As a result, teaching is inconsistent.
- There are few planned opportunities for parents to share information on their child's progress. This limits their involvement with their child's learning.
- A full range of suitability checks has not been completed by all committee members.

It has the following strengths

- The newly recruited managers are keen to make improvements and are very well motivated.
- Staff are caring and friendly. They help children to feel settled and secure.
- Staff have warm, positive relationships with parents.
- Children are encouraged to do things for themselves to increase their independence. They are confident and sociable.
- Staff enthuse and widen children's interests, for example, they visit a local woodland.

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 that observation and assessment is used to accurately inform children's next steps and that this information is used effectively in planning to support children to make more rapid progress 	29/06/2016
<ul style="list-style-type: none"> ■ implement a consistent system for initial assessment to identify children's starting points for the early years foundation stage (EYFS) areas of learning 	29/06/2016
<ul style="list-style-type: none"> ■ ensure that the system for all committee members to complete suitability checks with Ofsted is fully embedded. 	08/06/2016

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

- implement management systems to monitor and develop the effectiveness of teaching and learning
- improve opportunities to share information with parents on their child's learning and development so that they participate in assessment and share ideas that can support their child's learning at home.

Inspection activities

- The inspector talked to parents and took account of their views.
- The inspector had discussions with managers and committee members.
- The inspector looked at children's assessment records and planning documentation.
- The inspector observed activities in the playroom and the outdoor environment.
- The inspector completed a joint observation, with the manager, of a staff member and children involved in an activity.

Inspector

Mark Evans

Inspection findings

Effectiveness of the leadership and management requires improvement

A new manager and deputy manager have been recruited since the last inspection. They demonstrate enthusiasm and commitment to making improvements. They welcome support from the local authority. Changes to management delayed individual meetings with staff, to provide support and coaching. Additionally, this has restricted any links for monitoring and developing effective teaching and learning. Managers and staff have warm and friendly relationships with parents. The evaluation for how the provision operates does not include the wider views of others, such as staff, committee members, and parents. The arrangements for safeguarding are effective. Managers have completed relevant designated persons safeguarding training and staff know how to keep children safe. There are effective procedures to check the suitability of staff.

Quality of teaching, learning and assessment requires improvement

The environment includes a wide range of activities. These encourage children to be creative, use their imagination and experiment. Children select and adapt various materials to construct and create models and pictures. Staff use children's interests to support their learning. Children show interest in books and are able to handle and use them carefully. They listen intently to stories and join in with singing. They recall and anticipate repeated events and phrases within stories and songs. Although some staff are skilled in allowing children time to think and to solve problems, there are times where this is inconsistent. Staff develop friendly and caring relationships with children. There are positive relationships between adults and children throughout. This helps children's sense of security and the confidence to explore their environment.

Personal development, behaviour and welfare require improvement

Children are relaxed, confident, and polite. They happily speak to visitors and are inquisitive. Children keep healthy. They have nutritious snacks and regular access to outdoor play. Staff encourage children to be independent and to understand responsibility, for example, serving themselves with snack foods and tidying away activities. Children understand the expectations of staff and conform within group situations. They sit and concentrate well for singing and story sessions. Children play cooperatively with each other. They focus well with adult-led activities and also enjoy selecting materials to be creative and use their imagination. Children settle well into new environments. There are effective settling-in arrangements with parents and with the local primary school.

Outcomes for children require improvement

Children are working within the range of development typical for their age. Children are developing understanding and ability with mathematical problems. They can assess whether they have selected a correct number of objects and recognise that they need 'one more' to make up the correct amount. However, the information on children's learning and development is too unreliable to have a clear and accurate view of children's progress.

Setting details

Unique reference number	206823
Local authority	Derbyshire
Inspection number	1035969
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	27
Number of children on roll	18
Name of registered person	Nether Heage Playgroup Committee
Registered person unique reference number	RP907262
Date of previous inspection	20 November 2015
Telephone number	01773 853358

Nether Heage Playgroup registered in 1982. The playgroup employs five members of childcare staff, including the manager. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The playgroup opens Monday, Wednesday and Friday during term time. Sessions are from 9am until 12 noon. The playgroup provides funded early education for two-, three- and four-year-old children.

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