

Glen Street Playgroup

Glen Street Playgroup, Glen Street, LEICESTER, LE4 6NN



Inspection date

6 July 2016

Previous inspection date

4 February 2016

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Systems to check on staff performance are not effective in continually developing and improving on the quality of teaching practice.
- The quality of teaching is variable. Staff do not consistently make effective use of what they know of children's learning and development. They do not plan suitable, challenging or accurate activities, in order to move children on in their learning.
- Ofsted has not been provided with all the relevant information about changes to committee members. This means that checks have not been carried out to ensure that all members are suitable to be involved in the running of the playgroup.
- Staff do not always model language effectively to support children's speaking and communication skills.

It has the following strengths

- The new manager and staff work well as a team. They have successfully addressed the safeguarding actions set at their last inspection. Overall, they have plans in place to improve the range of learning experiences children receive.
- Staff effectively promote children's emotional well-being. Children form positive relationships with all staff which help them feel secure and settle quickly.
- Children have good opportunities to spend time in the fresh air, supporting their health and well-being.

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
<ul style="list-style-type: none"> ■ develop further the monitoring systems for checking on staff performance and plan personal development opportunities to increase the potential to improve their teaching practice 	17/08/2016
<ul style="list-style-type: none"> ■ ensure staff use information about what children know and can do to plan experiences that challenge them and help them reach their full potential 	17/08/2016
<ul style="list-style-type: none"> ■ ensure that Ofsted is provided with the necessary information to enable suitability checks to be carried out on committee members. 	13/07/2016

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

- increase staff effectiveness in modelling language during children's play to support and enhance their language and communication skills.

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.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector 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 parent during the inspection and took account of their views.

Inspector
Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

The nominated individual has not followed the correct procedures for providing Ofsted with the required details about other committee members. This means Ofsted has not been able to carry out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. However, suitability checks have been carried out by the provider. A new manager has been recruited since the last inspection. She demonstrates enthusiasm and a strong commitment to improving the provision. She welcomes support from the local authority and from an early years professional. Overall, some systems to monitor and support staff practice are in place. However, these are not embedded well enough to have a positive impact on improving the quality of teaching. Arrangements for safeguarding are effective. Staff have a good understanding of safeguarding procedures and how to report a concern about a child. All staff have recently undertaken training in this area and can explain how to keep children safe.

Quality of teaching, learning and assessment requires improvement

Despite staff being appropriately qualified, teaching is variable. Staff do not effectively use what they know about children's development and learning to plan challenging activities. They also do not model language appropriately to fully support children's developing language skills. However, children enjoy chatting to one another during role play and sharing their news at circle time. Staff work well with parents and carers to establish children's starting points. They use this information to offer children a range of play opportunities linked to their interests. Staff work in partnership with parents to share the progress children make at the setting. They work well in partnership with other agencies, such as speech and language therapists. This helps to provide children who have special educational needs or disability with any additional support they may need.

Personal development, behaviour and welfare are good

Children have good opportunities to spend time in the fresh air, supporting their health and well-being. The recently reorganised outdoor play space offers opportunities for children to dig, draw, build and throw and catch balls. Children and families are warmly welcomed as they arrive at the playgroup. Staff encourage children to be independent and to understand responsibility, for example, serving themselves from the snack bar. Staff manage children's behaviour well. They are positive role models and provide clear explanations that help children know what is expected. Opportunities for children to share and take turns are good. Staff offer sand timers to aid children in this developing skill.

Outcomes for children require improvement

Children do not make as much progress as possible, as staff do not plan challenging activities to extend their learning. However, they develop some basic skills in readiness for the next stages of their learning, such as school. They put on and take off their own shoes for indoor and outdoor play and begin to put their aprons on independently. Their personal care skills are developing well. They know when and why it is important to wash their hands, commenting that it will, 'Wash the germs away'.

Setting details

Unique reference number	226857
Local authority	Leicester City
Inspection number	1039765
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	28
Name of registered person	Glen Street Playgroup Committee
Registered person unique reference number	RP902177
Date of previous inspection	4 February 2016
Telephone number	0116 222 1020

Glen Street Playgroup was registered in 1986. It is situated in the Belgrave area of Leicester and is managed by a committee. The playgroup opens Monday to Friday, all year round, from 7.30am until 6pm. It employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting receives support from an early years practitioner. It supports a number of children who speak English as an additional language as well as children who have 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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