

St Bede's Playgroup

St. Bedes School, West View, Sacriston, DURHAM, DH7 6AB



Inspection date

17 October 2016

Previous inspection date

7 November 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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 implement procedures effectively to ensure the safe recruitment of suitable staff.
- The supervision of staff does not focus enough on improving their personal effectiveness in teaching.
- Assessments are not always up to date and accurate. Therefore, staff do not identify gaps in learning and ensure action is taken quickly to address them. As a result, some children fail to make good enough progress.
- The manager has not developed effective systems to monitor the progress of specific groups of children.
- Weaknesses in the reflective process contribute to poor prioritising of areas that require improvement. Managers have failed to implement all of the necessary improvements identified at the last inspection.
- Some documentation required for inspection is not available or easily accessible for inspection.
- Children do not have access to fresh drinking water at all times.

It has the following strengths

- Parents report that staff are friendly and welcoming and reassure children as they arrive. Children generally behave well and settle into the daily routine.
- Children are encouraged to make friends and build positive relationships with each other and with staff.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement procedures to ensure that all adults looking after children, and those having regular contact with children, are suitable to fulfill the requirements of their roles	15/11/2016
■ improve supervision arrangements to provide a clear programme of support to help raise the quality of teaching	15/11/2016
■ ensure that assessments are accurate and used to identify and narrow gaps in children's learning and development in partnership with parents and, if necessary, other professionals	15/11/2016
■ develop the use of reflective practice, in order to identify realistic and purposeful priorities for improvement	15/11/2016
■ ensure that documentation required for inspection is readily available.	15/11/2016

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

- ensure that fresh drinking water is available and accessible at all times
- establish systems to check children's progress and help identify groups of children who may benefit from additional or targeted support.

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 and provider. She looked at relevant documentation, such as the playgroup's self-evaluation, and checked evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times throughout the inspection

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Management and staff have some understanding of child protection issues. However, leaders do not implement procedures to ensure the safe recruitment of suitable staff to the playgroup. Staff undertake mandatory training, such as first aid. Supervision sessions for staff are not yet effective in supporting improvement in practice. The manager carries out some observations of staff's performance, but these do not focus sufficiently on how they assess and promote children's learning. This means that feedback does not always help staff to evaluate their practice, in order to improve the quality of teaching. The systems for checking and reviewing what is working and what needs improvement are not rigorous enough to identify clear priorities. Statutory documentation, for example the provider's certificate of registration, is not readily available. Furthermore, the manager has failed to address the recommendations identified during the previous inspection. The manager has not analysed the progress children are making in their learning. As a result, she is not able to identify accurately groups of children who require extra support. Furthermore, they cannot identify those areas where children are making less progress.

Quality of teaching, learning and assessment is inadequate

The quality of teaching and learning for children is inconsistent. Those staff with appropriate qualifications do not use their knowledge and experience well. Staff do not always take into account children's starting points, individual learning needs and stages of development. They do not carefully plan appropriate and challenging experiences to support all children's learning and development. This limits the progress some children make, including those whose language skills are not yet at the typical levels expected for their age. Some staff do not have a clear understanding of child development and are not sharply focused on each child's needs. Nevertheless, children benefit from finding out about the world around them when they enthusiastically take part in a bug hunt in the outdoor play area. They enjoy easy access to a variety of resources in the playroom, including art and craft materials and water and sand trays.

Personal development, behaviour and welfare are inadequate

The welfare of children is not well secured because the manager has failed to implement safe recruitment policies. All parents are not engaged in contributing to assessments of their children's care and development from the start. On occasions, this also hinders the continuity of learning into the home. Nevertheless, caring and playful staff help children to settle and play quite happily at the playgroup. Staff encourage children to enjoy fresh air and to enjoy daily nutritious snacks. However, children are only provided with drinks at specific snack times and do not have access to fresh drinking water at all times. This has a negative impact on children's health and comfort. Risk assessments are in place for indoors and the garden. Children are learning to keep themselves safe. For example, they are reminded not to touch certain plants growing in the outdoor play area. Children generally behave well. Staff provide encouragement and praise and model good manners. This helps to build children's confidence.

Outcomes for children are inadequate

The progress made by children is inconsistent. Some children do not make good enough progress from their starting points. They are not well prepared for the next stage in their learning. Nevertheless, children are forming friendships and learning to socialise with each other.

Setting details

Unique reference number	314176
Local authority	Durham
Inspection number	1059551
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	16
Number of children on roll	33
Name of registered person	St Bede's Playgroup Committee
Registered person unique reference number	RP519429
Date of previous inspection	7 November 2012
Telephone number	07920850644

St Bede's Playgroup was registered in 1993. The playgroup employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 12pm and 12.30pm until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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