

Colwich Playgroup

Colwich Community Centre, Main Road, Colwich, STAFFORD, ST17 0XD



Inspection date

11 October 2016

Previous inspection date

7 September 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Staff do not effectively use the information gathered from observations to clearly identify children's next steps in learning. Planned activities are not yet tailored to meet the needs of children of different ages and abilities, in order to help all children make good progress.
- The arrangements for the supervision of all staff does not focus sufficiently on raising the quality of teaching.
- Staff do not gather enough information from parents about children's abilities and development when they start at the setting to promote good progress from the outset.
- Systems to track and monitor the progress of different groups of children are not yet fully embedded to ensure any possible gaps in achievement are closing.

It has the following strengths

- The chair person, manager and staff are committed and passionate about providing children with the best possible care and education. They work with other professionals to develop the setting. However, the improvements they have made are yet to have a significant impact on raising the quality of the provision.
- Parents feel welcomed and their views are valued. Children enjoy their time at the setting and parents are pleased with the progress they make.
- Staff engage sensitively in children's play. They are good role models and provide lots of positive praise, which encourages children's good behaviour.
- Staff compassionately care and support children who have special educational needs or disability. As a result, children are confident, sociable and developing their communication and language skills in preparation for their next stage in learning.

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 that information gathered from observations and assessments clearly identifies children's next steps in learning and use these to plan challenging activities, indoor and outside to meet the needs of children of different ages and abilities. | 11/12/2016 |

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

- develop effective supervisions for all staff to improve their practice and raise the quality of teaching
- gather more-detailed information from parents about children's learning on entry to help inform their starting points and plan for their learning from the outset
- monitor the progress of groups of children more accurately to help identify any gaps in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the chairperson, manager and staff. The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability of adults in the setting.
- The inspector spoke to parents and took account of their views.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management requires improvement

Systems to track children's progress have been introduced since the last inspection. However, the manager has not fully analysed these records to identify any possible gaps in learning for individual and groups of children. Monitoring, the performance of each member of staff and the quality of their teaching, is in its infancy and not comprehensive enough. It does not identify clearly the support and guidance staff require to improve the quality of their teaching. The manager ensures that staff complete all mandatory training, such as paediatric first aid. This helps to promote the safety and welfare of children in their care. The arrangements for safeguarding are effective. The manager and staff have a suitable understanding of child protection issues. They keep informed of changes to legislation and guidance through training and regular staff meetings. The manager and staff have identified areas for improvement, but have not yet addressed them well enough. This has resulted in weaknesses in practice.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. When children first start staff do not gather enough information from parents about what they already know and can do. Children's starting points are not identified quickly enough. Some adult-led activities are not planned sufficiently to build on children's existing skills and rapidly achieve their next steps in learning. Despite this, children are provided with a suitable range of activities to choose from, some of which are based on their individual interests. They recognise that children learn through play and generally support them appropriately so that they make some progress in their learning. For example, children are shown how to use scissors, by an adult, in the creative area.

Personal development, behaviour and welfare require improvement

Outdoor areas are not planned well enough to support children to fully develop their physical skills. Children are confident and happy in this nurturing environment. They learn the importance of appropriate hygiene routines and are provided with nutritious snacks and meals. Children enjoy sharing and taking turns as they roll balls down guttering and make marks on the chalkboards. Children are taught to value and respect other cultures as they learn about different festivals. Regular visits to and from the school familiarise children with staff and the school buildings. This helps support their emotional well-being on entry to school.

Outcomes for children require improvement

Children of all abilities are not consistently making good progress. Staff do not provide sufficient differentiation within activities to meet the needs of all the children at the setting. Despite this, young children sit extremely well during whole group activities, joining in with the older children to clap a rhythm and sing action songs. Older children are competent in some of the key skills required for school. For example, they write their own name, demonstrate good pencil control and are beginning to recognise some numbers and letters.

Setting details

Unique reference number	EY444338
Local authority	Staffordshire
Inspection number	1060093
Type of provision	Sessional 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	24
Number of children on roll	29
Name of registered person	Colwich Playgroup Committee
Registered person unique reference number	RP520989
Date of previous inspection	7 September 2012
Telephone number	01889 883400

Colwich Playgroup was registered in 2012. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, or above, including one with early years professional status. It opens from Monday to Friday term time only. Sessions are from 9am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports 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.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

