

Pentland Playgroup

Pentland Road, Savile Town, Dewsbury, West Yorkshire, WF12 9JR



Inspection date	25 November 2016
Previous inspection date	28 February 2013

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		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 does not understand her role and responsibilities. She has poor understanding of the safeguarding and welfare requirements.
- Staff have a weak knowledge of the safeguarding requirements. They do not know the signs and symptoms that a child may be at risk at home or elsewhere. Furthermore, they do not understand the action to be taken in the event of an allegation being made against a staff member.
- The safeguarding policy does not contain clear procedures for staff to follow in line with the Local Safeguarding Children Board.
- The manager has not considered how to enhance professional development and help staff to raise the standard of teaching to a higher level.

It has the following strengths

- There is consistently good quality teaching. Children benefit from the highly positive involvement of well-qualified staff during their play. They effectively support children to make progress in their development, particularly in their social development and communication.
- The key-person system works effectively. Staff know their families well and form strong relationships with them from the start. Parents share information about their children's current interests and any new skills they have gained at home. Staff use this to celebrate children's achievements and provide continuity in children's learning.
- Staff nurture children's emotional well-being. They offer lots of praise and encouragement, which boosts children's self-esteem. Staff help children to understand good behaviour and set clear boundaries for them. Children behave well.

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 a sufficient knowledge of their role and responsibilities to ensure safeguarding and welfare requirements are effectively met 	03/01/2017
<ul style="list-style-type: none"> ■ ensure all staff develop a robust understanding of safeguarding issues and the signs that indicate a child could be at risk of harm, including any advice or guidance issued by the government 	03/01/2017
<ul style="list-style-type: none"> ■ update and implement policies and procedures to safeguard children, including the action to be taken in the event of an allegation being made about a staff member. 	23/12/2016

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

- enhance arrangements for professional development and help staff to increase the potential to achieve a higher standard of teaching.

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 discussions with the playgroup manager and committee nominated person. She looked at relevant documentation, such as the playgroup's policies and procedures and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to staff and children during the inspection at appropriate times. She looked through children's learning journals and discussed the planning with staff.
- The inspector took account of parents' views expressed through their written testimonials and the playgroup's own survey.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider does not understand her role and responsibilities in relation to child protection and safeguarding children. The safeguarding policy does not contain the procedures staff should follow in the event of a concern about a child or a member of staff. Staff have a poor understanding of safeguarding and child protection issues. For example, they are not able to identify the signs and symptoms that a child may be at risk of abuse. Furthermore, staff have not kept up to date with changes to government legislation in safeguarding. However, the manager demonstrates a reasonable understanding of how to keep the environment safe through implementing effective risk assessments. Robust procedures for the recruitment of staff are in place. Self-evaluation and systems to monitor staff performance are implemented. However, they do not yet focus on supporting staff to raise the quality of their teaching skills to an even higher level.

Quality of teaching, learning and assessment is good

Staff are knowledgeable and most are well qualified. They deliver consistent practice, observing, assessing and planning effectively for each child. They have a clear knowledge of each child's individual learning needs. Staff support children to feel confident to try new experiences and to challenge their own abilities. They use props and puppets to help children follow instructions. Children particularly like Harry the puppet, who helps children to put their coats and shoes on. They listen carefully with enthusiasm and excitement to his instructions. Staff are skilful at engaging children in discussions and supporting their spoken language skills. They model language, provide an environment rich in words and use props to reinforce them.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant, negative impact on children's welfare. This compromises children's safety and well-being. Nevertheless, children are happy and settled. Staff are highly skilled at supporting children with English as an additional language. They are able to speak several languages between them and can communicate in children's home language. This helps staff to settle children into the playgroup. Children's emotional well-being is given high priority. Children are encouraged to develop their independence and sense of responsibility. They help to tidy away and learn to manage their self-care needs. Children enjoy spending time in groups. They learn from each other and benefit from time spent with friends.

Outcomes for children are good

Children are happy, independent and confident learners. Children in receipt of funding who started below expected levels of development have quickly caught up with their peers. Children are making friends and learning how to behave in different social environments. Their self-esteem and confidence are developing well. They try out new activities, explore their environment with curiosity and independently select what they want to play with. They are developing the key skills needed for future learning.

Setting details

Unique reference number	311397
Local authority	Kirklees
Inspection number	1064005
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 - 2
Total number of places	18
Number of children on roll	19
Name of registered person	Pentland Playgroup Committee
Registered person unique reference number	RP911572
Date of previous inspection	28 February 2013
Telephone number	07847 766096

Pentland Playgroup was registered in 1999. It is managed by a volunteer committee. The playgroup operates Monday to Friday during the school term. Two sessions are available. Morning sessions are from 8.30am until 11.30am and afternoon sessions from midday until 3pm. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The playgroup provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language.

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