

# Mordiford Dragons Playgroup



The Portacabin, Mordiford C of E Primary School, Mordiford, HEREFORD, HR1 4LW

## Inspection date

13 December 2016

Previous inspection date

31 October 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 lead practitioner for safeguarding does not have a good enough knowledge of her responsibilities to safeguard children.
- The provider has not implemented safeguarding policies or procedures for staff to follow.
- The provider does not have systems in place to identify or tackle weaknesses in the provision. As a result, not enough progress has been made to ensure the playgroup continues to improve.
- Staff do not gather enough information about what children already know and can do when they first start at the playgroup. Planning is not based on children's individual development and what they need to learn next. As a result, children are not challenged to learn new things and make good progress.
- The environment is not organised well enough to ensure the learning needs of all children are met.
- Staff do not have an effective programme of professional development in place to support their understanding of the early years foundation stage and strengthen their overall practice.

### It has the following strengths

- Children are happy and settled. They share warm and caring relationships with staff. Consequently, children exhibit good levels of self-esteem and confidence.
- Parents praise staff for being kind and caring. They say that children enjoy their time at the playgroup.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure the lead practitioner for safeguarding understands her responsibilities to provide support, advice and guidance to other staff	06/01/2017
■ implement policies and procedures to safeguard children in line with the Local Safeguarding Children Board and ensure it is understood by all staff	06/01/2017
■ observe children's learning and use the information gained to plan activities and shape learning experiences that support and challenge them to make good progress in all areas of learning	06/01/2017
■ improve the quality of assessments of children's development, including their starting points, and ensure that the information gathered gives a clear overview of their individual progress	06/01/2017
■ ensure the environment is organised in a way that meets the learning needs of children	06/01/2017
■ improve the programme of professional development for staff, offering guidance and targeted training to raise their practice and standard of teaching and improve the quality of teaching so that children are offered quality learning experiences.	06/01/2017

## Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including policies, children's records and evidence of staff suitability.
- The inspector discussed self-evaluation, planning and assessments with the manager.
- The inspector spoke to parents and took account of their views.

## Inspector

Tina Smith

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider does not implement safeguarding policies or procedures for staff to follow. The designated lead practitioner responsible for safeguarding children does not have an up-to-date knowledge, in order to advise and guide staff on safeguarding issues. Nevertheless, staff have a suitable knowledge of child protection issues. Providers do not monitor the performance of each member of staff or the quality of their teaching. As a result, training needs are not identified and staff do not receive the support and guidance they require to improve the quality of their practice. The drive for continual improvement is weak. Leaders do not evaluate what they do well or what they would like to improve. Consequently, improvements to the quality of the provision are not effective.

### Quality of teaching, learning and assessment is inadequate

Staff do not clearly identify what children can do when they first join the playgroup to inform their assessment of children's progress. Consequently, they cannot promptly plan activities to make sure children move forward in their learning. Staff have an adequate understanding of how children learn and develop. However, they do not recognise when to challenge children in their learning or to extend and build on their current abilities. For example, staff do not encourage children to try for themselves before stepping in to help them. Nevertheless, staff know children well and plan some experiences based on their interests. For example, staff use superhero figures to teach children about colour and shape. During small-group activities, children learn to link letters to sounds. They enjoy building a narrative into their play as they dress up as Christmas characters.

### Personal development, behaviour and welfare are inadequate

Weaknesses in the leadership and management mean children's safety is compromised. The environment is not stimulating enough. Although children independently access some resources and activities, the room is cluttered and overfull. This means children's learning is hindered because they cannot fully explore their surroundings. Staff use appropriate strategies to promote positive behaviour. Consequently, children generally behave well. Staff gather information from parents to ensure children's care needs are met. Children benefit from fresh air and exercise. They confidently throw and catch balls and competently use ride-on toys. Regular visits to the adjoined school helps to familiarise children with staff and the school building. This helps support their emotional well-being on entry to school.

### Outcomes for children are inadequate

Children do not make good enough progress and are not sufficiently prepared in readiness for school. Staff do not provide children with appropriate activities to meet their individual learning needs. Nevertheless, older children are gaining some of the key skills to support their future learning. For example, they are beginning to demonstrate good pencil control and to recognise some numbers and letters. Children are developing their self-confidence, are beginning to accept boundaries and generally show that they understand the need to share and take turns.

## Setting details

<b>Unique reference number</b>	223567
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	1059455
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Mordiford Dragons Playgroup Committee
<b>Registered person unique reference number</b>	RP520184
<b>Date of previous inspection</b>	31 October 2012
<b>Telephone number</b>	07929063227

Mordiford Dragons Playgroup was registered in 1992. The playgroup operates Tuesday to Friday, term time only. Sessions are from 8.45am to 2.45pm. The playgroup employs six members of staff, all of whom hold appropriate early years qualifications at level 3.

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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