

Park Hall Playgroup

Park Hall Playgroup, Falmouth Road, WALSALL, WS5 3EZ



Inspection date

17 January 2017

Previous inspection date

20 September 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		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:

- Systems to monitor children's learning and progress and the consistent implementation of the assessment procedures are not established sufficiently well enough, to ensure that all children are effectively supported to make good progress in their learning.
- The provider and manager have started to develop performance management systems to provide practitioners with more effective support, supervision and training. However, the monitoring and evaluation of practice is not established sufficiently enough to show the impact on improved outcomes for children.
- Sometimes, the organisation of group activities does not enable all children to get the most from the planned learning experience.
- Opportunities to share information about children's learning with the other settings the children attend have not been fully explored.

It has the following strengths

- The provider and manager have taken positive action to review policy and practice within the setting to address the actions and recommendations raised at the last inspection. This includes more robust vetting and safeguarding procedures to ensure children's safety and welfare.
- Children are happy and enjoy their time in the playgroup. They develop good bonds with caring practitioners and this supports children's emotional well-being successfully.
- Children's health and physical development is promoted effectively. They enjoy healthy snacks and have good opportunities to play outside. Children explore the outdoor space with confidence and enjoy making puddles they can jump in.

What the setting needs to do to improve further

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

Due Date

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| <ul style="list-style-type: none"> ■ improve the programme for professional development, offering more guidance and targeted training to raise the quality and consistency of teaching and assessment of children's progress to improve outcomes for children. | <p>31/03/2017</p> |
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To further improve the quality of the early years provision the provider should:

- build on partnerships with the other settings children attend to share information about children's learning and development, so that this information can be used as part of the plans to support future learning
- reevaluate the organisation of group time activities to make sure all children's learning needs are met
- strengthen the monitoring and evaluation of the setting to accurately identify and implement the changes required to swiftly raise the overall standard of the provision.

Inspection activities

- The inspector had a tour of the playgroup and outdoor area.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection. She held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's learning and development records and planning documentation. She also spoke to the provider and manager about their improvement plans.
- The inspector checked evidence of the suitability and qualifications of practitioners and members of the association.
- The inspector took account of the views of a small number of parents and carers spoken to on the day of the inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider and manager have implemented many changes since the last inspection. They work well with the local authority and continue to move forward with this support. However, some changes are still in their infancy and not yet embedded into practice. This means that improvements that have been made have not yet had the time to be of maximum benefit to children. Self-evaluation is not used effectively enough to raise the quality of the provision to a higher level through monitoring and targeted training, to develop practitioner's skills. Procedures introduced to monitor children's learning since the last inspection have not been fully embedded in practice, to show the progress children are making. Supervision arrangements have only been in place for a short time and have yet to show the impact on practice and children's experiences. The arrangements for safeguarding are effective. Policies are in line with the local procedures and shared with parents. Practitioners demonstrate their understanding of the procedures for reporting concerns about a child, or allegations against practitioners.

Quality of teaching, learning and assessment requires improvement

Practitioners are appropriately qualified and experienced in their role. They know the children well and understand how young children learn and develop. Practitioners carry out regular observations of children's learning and are using the information gained to better effect. This means that activities are steadily becoming more focused on the interests of children and the skills individual children need to achieve. Practitioners use some effective teaching strategies. However, some planned group sessions do not always work as effectively as they could to meet the learning needs of the younger children in the group. For example, to fully promote their speaking and listening skills. Practitioners interact with the children as they play and encourage them to try new experiences. Children enjoy making marks with paint and listening to stories in the book corner. Children work together to build the train track and explore the tools, play figures and vehicles on the 'construction site'. All children have opportunities to use their senses in sand, water and pretend snow.

Personal development, behaviour and welfare require improvement

Children are cared for in a welcoming and well-organised environment. Practitioners are good role models and speak to children in a calm and respectful manner. They provide children with good levels of reassurance to help them settle. Children who speak English as an additional language are ably supported by bilingual practitioners. Children learn about keeping safe as they play and how to share and take turns. Practitioners share information with parents about their child's next steps in learning and how they can support their learning at home. However, practitioners have yet to establish links with the other settings children attend to support continuity in care and learning further.

Outcomes for children require improvement

Children make some, but not good, progress in their learning from their starting points. They develop some of the skills to help prepare them for their move to school. Children make choices about their play and develop independence skills.

Setting details

Unique reference number	EY408126
Local authority	Walsall
Inspection number	1074714
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	23
Name of registered person	Park Hall Community Association
Registered person unique reference number	RP517431
Date of previous inspection	20 September 2016
Telephone number	01922 628 627

Park Hall Playgroup was registered in 2010. The playgroup employs four members of staff. Of these, three hold appropriate qualifications at level three. The playgroup opens on Monday and Friday from 9.30am to 12.30pm and Tuesday to Thursday from 9.30am to 2.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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