

Long Hanborough Playgroup

c/o Hanborough Manor School, Reilly Close, Long Hanborough, Witney, Oxfordshire, OX29 8DJ



Inspection date

10 February 2017

Previous inspection date

21 April 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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

- Leaders and managers do not have a clear understanding of the strengths and weaknesses of the setting. They do not monitor the quality of teaching effectively.
- There are no effective arrangements in place to ensure that the manager receives sufficient support and challenge in her role.
- The quality of teaching does not ensure that all children make good progress. Some staff do not have a secure understanding of how to promote children's learning and development.
- Information recorded about children's development is sometimes not accurate. This means that staff may not be identifying and addressing any gaps in children's learning well enough.

It has the following strengths

- The staff are friendly and caring. Children are settled and content during their time at the setting.
- Parents appreciate the support and guidance provided by the staff and find them welcoming and approachable.

What the setting needs to do to improve further

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

	Due Date
■ put effective arrangements in place to support the professional development of the manager and staff so that weaknesses within the setting are identified and addressed, thereby improving quality of teaching	03/04/2017
■ ensure that assessments of children's learning are accurate and used effectively to address any gaps in children's learning	03/04/2017
■ monitor the quality of teaching so that it becomes consistently good and children make good or better progress in all areas of learning, especially in their personal, social and emotional development.	03/04/2017

Inspection activities

- An inspector spoke to a few parents and took their views into account.
- An inspector spoke to children and staff at appropriate times throughout the day.
- An inspector carried out a joint observation with the pre-school manager.
- An inspector observed the quality of teaching and children's learning both inside and outdoors.
- An inspector sampled the pre-school's documentation including records of children's learning, staff files and policies and procedures.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is inadequate

The committee has not provided the manager with professional challenge, support and coaching in order to develop her personal effectiveness. This means that weaknesses within the setting, specifically in relation to the quality of teaching, have not been identified and addressed. For example, the manager does not conduct observations of staff's teaching practice or provide development points to help staff improve. She has not monitored the quality of staff's assessments effectively and some overly optimistic assessment of children has gone unnoticed. This means that children, including those for whom the setting receives additional funding, may not get the support they need. Systems to track the progress being made by children, and groups of children, are now in place, but the manager acknowledges that she is still developing her confidence in the new ways of working. Supervision meetings, although now regular, are still not driving the necessary improvements in practice. Safeguarding is effective. All staff have been appropriately vetted and the recruitment of new staff is carried out safely. Staff understand their duty to report any concerns swiftly. Children's attendance is now closely monitored and any absences are followed up as required.

Quality of teaching, learning and assessment is inadequate

Too many opportunities to extend children's learning are being missed. Staff join in with children's play enthusiastically, but are often overly directive. They do not encourage children to develop their own ideas, think about problems and be creative. For example, during the inspection, children spent much of the day pretending to be dogs. Staff intervened too readily and led the children's play too much, preventing children from using their own imagination to extend their learning. Staff talk to the children throughout the day, which helps to support their developing communication skills, but they do not encourage children to think for themselves sufficiently. For example, sometimes staff answer their own questions without giving the children time to think before they respond.

Personal development, behaviour and welfare are inadequate

Too many children are not reaching the expected levels for their age in their personal, social and emotional development. Staff are unclear about how to best support individual children in managing their feelings and behaviours. This sometimes leads to inconsistent practice across the staff team. Children enjoy warm relationships with the staff, who are kind and caring. They approach staff confidently to ask for help. Children develop some independent skills, for example, at snack time they pour their own drinks. However, staff sometimes step in and do things for the children rather than letting the children have a go for themselves, for example, when turning out sandcastles.

Outcomes for children are inadequate

Due to weaknesses in the quality of teaching children are not making the best possible progress. Teaching does not ensure children are sufficiently challenged and develop the skills they need for starting school. For example, a child expressed pleasure when they easily completed a jigsaw but did not have the opportunity to move on to more challenging puzzles. Children are learning to use good manners, for example, they say

please and thank you at snack time. They eat a range of healthy foods as staff encourage parents to provide nutritious snacks and lunch boxes.

Setting details

Unique reference number	134441
Local authority	Oxfordshire
Inspection number	1073840
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	15
Name of registered person	Long Hanborough Playgroup Committee
Registered person unique reference number	RP518071
Date of previous inspection	21 April 2016
Telephone number	07818553127

Long Hanborough Playgroup has been registered since 1974 and is managed by a voluntary committee. It is located in the grounds of Hanborough Manor School in the village of Long Hanborough. The playgroup opens on weekdays during school term times from 8.45am until 3pm. The playgroup is registered on the Early Years Register. The playgroup is in receipt of funding for the provision of free early education for children aged three and four years. The playgroup employs four members of staff, three of whom have suitable early years qualifications at level three and above.

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