

# Vale Kids Playgroup

Vale Park Cafe, Vale Park, Wallasey, CH45 1LZ



<b>Inspection date</b>	2 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The assessment of children's development is weak. Staff do not thoroughly assess children's progress in order to identify what they need to learn next. Consequently, planned activities do not address their next steps in learning.
- Staff have very limited access to training and support for their professional development. The management team has not effectively supported staff to improve their skills and knowledge. In addition, parents are not consulted to gather their views about how the playgroup could improve.
- Partnerships with most of the other settings children attend are not effective. Information is not shared and so there is no collaboration about what children are learning or how they are progressing.

### It has the following strengths

- Children develop warm and affectionate relationships with their key person. They seek out reassurance when they are upset and enjoy a cuddle with staff.
- Parents comment that their children are well cared for and enjoy coming to the playgroup. They say staff are friendly and share information about what children have been doing on a daily basis.
- Staff are good at managing the behaviour and moods of children of different ages. They divert children when their excitement becomes a little boisterous and praise children for listening and responding to their calm instructions.

## 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>
<ul style="list-style-type: none"> <li>■ ensure methods of assessment identify children's next steps in learning and inform planned activities to help them make better progress in their learning</li> </ul>	30/03/2017
<ul style="list-style-type: none"> <li>■ ensure staff develop their skills and knowledge and implement effective systems to promote their professional development</li> </ul>	30/03/2017
<ul style="list-style-type: none"> <li>■ establish effective partnerships with the other settings that children attend so that a coordinated approach to their learning can be implemented.</li> </ul>	30/03/2017

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

- include parents and carers in a thorough evaluation of the playgroup's practice and identify where improvements can be made.

### Inspection activities

- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the playgroup. She looked at a range of other documentation, including policies and procedures and the playgroup's improvement plan.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the playgroup manager.
- The inspector had a tour of the premises, 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 spoke to parents during the inspection and took account of their views.

### Inspector

Val Aspinall

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Managers do not have a good understanding of all the requirements they must meet. Playgroup staff are qualified and experienced, however, their ongoing professional development has not been prioritised. They have had few opportunities to access information and training. In addition, while the staff team has considered the improvements they need to make, they have not asked parents to contribute their views. The arrangements for safeguarding are effective. Risk assessments are in place and staff are vigilant about keeping children safe. Staff recognise the signs that children may be at risk of harm and they know how to report their concerns.

### **Quality of teaching, learning and assessment requires improvement**

Methods of assessing children's progress require improvement. Staff do not clearly identify children's next steps for learning in order to plan activities which challenge them. Staff plan activities based on seasonal events or children's interests. For example, children taste pancakes on Shrove Tuesday and pretend to make more in the home corner. Some aspects of understanding the world are promoted effectively. The playgroup is sited within a park, overlooking a beach. Staff take full advantage of the interesting outdoor area by encouraging children to look closely at changes in the environment or seasons. Teaching through daily routines is better. Staff use circle times well to help promote children's speaking and listening skills. For example, children repeat familiar phrases from their favourite stories and wonder what the weather is like outside. Partnerships with the other settings most children attend are too weak to have a positive impact on children's learning. However, where children are identified as needing additional support, partnerships with other agencies are more effective.

### **Personal development, behaviour and welfare are good**

Children learn about healthy food choices and enjoy eating a variety of fresh fruit daily. Staff teach children to understand the effects of exercise on their bodies and why they need to dress warmly in winter. Older children enjoy the responsibility of completing simple tasks. For example, they give out plates at snacktime and help with the washing up afterwards. Staff encourage children to help tidy up and gently remind them to sit still when they are eating. Children are learning about risk and safety. They hold hands in the park or tell staff knives are sharp as they play in the home corner. Children show a fondness for staff, they enjoy their company and are keen to talk to them.

### **Outcomes for children require improvement**

Despite making slower progress in their learning, overall, children are developing some of the skills in readiness to start school. They are developing age-appropriate independence and self-care skills. They try hard to put on their own coats and use the bathroom independently. They are keen explorers who are able to communicate their needs.

## Setting details

<b>Unique reference number</b>	EY485501
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1013280
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Vale House Community Centre Limited
<b>Registered person unique reference number</b>	RP534283
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01516391386

Vale Kids Playgroup was registered in 2015. The playgroup employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The playgroup is open each weekday from 9.15am until 12.15pm, term time only. The playgroup provides funded education for two-, three- and four-year-old children.

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