

# Wellington Boots Playgroup & Pre-School

Holy Trinity Church, Hurst Road, Sidcup, DA15 9AE



## Inspection date

23 March 2017

Previous inspection date

6 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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

- Children's safety and welfare are at risk. The manager, who is also the provider, fails to ensure that all individuals working with children undertake the required suitability checks, including a Disclosure and Barring Service check. This is also breach of the Childcare Register requirements.
- The manager does not ensure that all staff and volunteers have a secure understanding of how to identify and respond to safeguarding concerns.
- The pre-school's safeguarding policy does not include the procedure to follow in response to an allegation against a member of staff, in line with the Local Safeguarding Children Board procedures.
- Self-evaluation is weak. Although the manager works with staff and parents to identify some aspects of the provision that need improvement, she has failed to recognise the breaches of requirements and the negative impact these have on children's welfare.

### It has the following strengths

- The quality of teaching and learning is good. This has a positive impact on the outcomes for all children, who make at least the progress of which they are capable.
- Parents regularly receive information about their children's learning and development.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ obtain an enhanced Disclosure and Barring Service check in respect of any adult who works directly with the children, including volunteers</li> </ul>	04/04/2017
<ul style="list-style-type: none"> <li>■ train all staff and volunteers to understand and implement the safeguarding policy and procedures, including the appropriate steps to take to report any concerns</li> </ul>	04/04/2017
<ul style="list-style-type: none"> <li>■ ensure that the safeguarding policy and procedures are in line with the Local Safeguarding Children Board guidance, including a clear explanation of the action to follow in the event of an allegation being made against any member of staff.</li> </ul>	04/04/2017

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

- improve the effectiveness of self-evaluation to identify and address breaches in requirements, and to improve outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, policies and procedures, and evidence of suitability of staff.
- The inspector undertook a joint observation with the manager of a planned activity.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account their views.

### Inspector

Joanna Wilkinson

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. The manager does not ensure recruitment procedures are secure. She does not take all appropriate steps to obtain sufficient information about the suitability of new staff and volunteers. Some staff do not have suitable knowledge of how to recognise the signs that a child may be at risk of harm or how to report a concern. The manager does not ensure that the safeguarding policy is in line with Local Safeguarding Children Board procedures. She has not included the action to be taken in the event of an allegation being made against any member of staff as required. The manager does identify some aspects of the provision that need to improve. For example, she monitors staff performance and identifies training needs. However, she has failed to recognise current breaches of requirements and how these have a detrimental effect on safeguarding children's welfare.

### **Quality of teaching, learning and assessment is good**

Staff plan a good range of activities to interest children across all the age groups. Children are active learners and enjoy a range of creative activities to develop their ideas and thoughts. For example, they regularly practise their early writing skills when they handle and use pens and pencils, and when they skilfully draw and paint. Staff help children build their vocabulary and speaking skills. They help children to listen as others talk and to express themselves well. Staff know the children well and observe and assess their progress accurately. Staff identify any gaps in children's development and provide timely interventions for children who are in need of additional support.

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

Children's safety and well-being are placed at risk due to weaknesses in safeguarding practice. Despite this, children settle well and form secure attachments with their key person and other staff. Parents are encouraged to share what they know about their child and contribute to their learning. Staff teach children to be respectful and considerate to one another. Children learn about leading a healthy lifestyle. For example, staff provide children with nutritious snacks and discuss why these are good for them.

### **Outcomes for children are good**

All children, including those with special needs, make good progress in their learning. They are developing the skills and attitudes they need for their next stage of learning, including for school. For example, children learn to count and readily recognise their names. Children develop good independence skills, for example, they make choices in their play and take care of their personal needs.

## Setting details

<b>Unique reference number</b>	EY467663
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1085981
<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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Wellington Boots Playgroup Partnership
<b>Registered person unique reference number</b>	RP902537
<b>Date of previous inspection</b>	6 February 2015
<b>Telephone number</b>	07837445851

Wellington Boots Playgroup & Pre-School registered in 2013. There are six members of staff employed; four staff hold relevant early years qualifications ranging from level 2 to level 6. The pre-school opens Monday to Friday from 9.15am until 12.15pm during term time. The pre-school provides funded early education for children aged two, three and four years.

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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