

# Kidlington Playschool

Kidlington Methodist Church, Kidlington, Oxfordshire, OX5 2BP



## Inspection date

12 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		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:

- There is variation in the quality of teaching. The manager provides some supervisory sessions and support for staff but these do not lead to consistently good practice. This is also a breach of the requirements of the Childcare Register.
- Staff do not consistently use assessments of children's learning well to monitor their progress effectively and plan suitably challenging activities. Children do not always make the best possible progress from their starting points.
- Staff have not been successful at sharing information with all parents to engage them in their children's learning and to help them to support their learning at home.
- Newly introduced systems to help the manager to evaluate practice are not embedded well enough to pinpoint all areas where improvement is needed to provide consistently good-quality care and learning for children.

### It has the following strengths

- Staff form positive relationships with children. Children are confident to interact with staff and feel safe and secure in their care.
- Children develop a good awareness of healthy lifestyles. For example, they develop good hygiene practices and an awareness of healthy eating.
- Behaviour is generally good. Staff support children to learn to behave well, form friendships and play cooperatively.
- Children generally enjoy their play experiences and gain some helpful skills.

## What the setting needs to do to improve further

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

	Due Date
■ provide effective monitoring, support, coaching and training for all staff to ensure the quality of staff practice and teaching is consistently good	14/07/2017
■ improve the use of assessment to obtain a clearer understanding of children's abilities and to plan accurately for their next steps in learning, in order to help all children make good progress	14/07/2017
■ ensure that all parents receive sufficient information about children's development to keep them informed and help them support children's learning at home.	14/07/2017

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

- develop the ongoing self-evaluation process further to make sure that all areas that require improvement are identified and quickly acted on to raise the quality of the provision.

## Inspection activities

- The inspector had a tour of the inside and outside areas of the playschool.
- The inspector spoke with children, staff and parents to gain their views.
- The inspector examined a sample of children's records, policies and other documents.
- The inspector completed a joint observation with the manager. Together, they observed staff interactions with children during a group activity and evaluated the activity.
- The inspector discussed the self-evaluation process with the manager.

## Inspector

Amanda Perkin

## Inspection findings

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

The recently appointed manager has implemented some changes to guide improvements. However, it is too early for those changes to take effect to support all children to make good progress. There are weaknesses in the assessment procedures and the quality of teaching, despite most staff holding appropriate qualifications. The management team has identified weaknesses in practice and implemented a development plan to prioritise and address these, such as training for staff on planning and assessment. Safeguarding is effective. Staff have a clear understanding of safeguarding issues and the procedures to follow if they have any concerns about children's welfare. They understand their responsibility to protect children and supervise them appropriately. Managers ensure that staff complete mandatory training, such as first aid. However, they have not established effective systems to support and coach staff to help improve outcomes for children.

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

Some staff lack a clear understanding of how to use information from assessment to plan for children's individual needs to build on what they already know. The new system to assess children's learning is not fully embedded. Nevertheless, staff plan some interesting activities that motivate children to join in. For example, staff encourage children to explore the different sounds that instruments make, explore different textures and develop an interest in literacy as they look at books together. Staff engage children in a range of discussions. They teach children about the wider world. For example, staff provide activities that help children to learn about the similarities and differences between themselves and others.

### **Personal development, behaviour and welfare require improvement**

Staff do not inform all parents about their children's development to provide consistency for children. However, they share information with parents about their children's well-being and the playschool's policies. The playschool staff link with school staff to help them to support children as they move on. Children have a suitable understanding of the rules and boundaries and respond well to these. Staff encourage children to help with daily tasks and routines, such as preparing for snack.

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

Some children do not progress as well as they might due to limitations in the quality of teaching and monitoring procedures. Nevertheless, all children develop some of the skills they need in readiness for school. For example, they learn to read familiar words, such as their names, and to put on their coats. Children use a range of equipment confidently and benefit from physical play, inside and outside.

## Setting details

<b>Unique reference number</b>	EY489809
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1015044
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Magpies Kidlington Limited
<b>Registered person unique reference number</b>	RP901703
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01865 377447

Kidlington Playschool re-registered under new ownership in 2015. It is based in the Methodist church in Kidlington, in Oxfordshire. The playschool is open from Monday to Friday, 9am to 3pm, term time only. The morning sessions operate from 9am to midday, with lunch club incorporated into the afternoon sessions from midday to 3pm. The playschool receives funding for the provision of free early education for children aged two, three and four years, and is in receipt of early years pupil premium funding. Of the eight staff working at the setting, six hold relevant qualifications to level 3.

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