

# Over Kellet Playgroup

Over Kellet Village Hall, Nether Kellet Road, Over Kellet, Carnforth, LA6 1DT



## Inspection date

21 June 2017

Previous inspection date

6 March 2014

<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

- The provider has failed to notify Ofsted of changes to members of the committee. They have failed to provide Ofsted with the required information to enable it to carry out suitability checks. This poses a risk to children's safety and welfare.
- The current lunchtime routine results in some children finishing their lunch much quicker than others and then going off to play, this results in some children not being engaged.

### It has the following strengths

- Partnerships with parents are highly effective. Parents are widely involved in assessments of their children's learning and staff support parents to continue children's learning at home. Partnerships in place with other professionals are equally well established.
- Children behave exceptionally well. They develop a firm understanding of their emotions in order to manage their own feelings and behaviour. They willingly share resources and enjoy talking to new visitors to the playgroup.
- Staff prepare children particularly well for their eventual move to school. For example, children take part in physical education sessions to help them practise getting themselves dressed independently. Children also enjoy learning letter sounds and how to blend them together, this helps greatly support their emerging reading skills.
- The manager is committed and passionate. There is a culture of reflective practice as all staff contribute to self-evaluation and are invested in making ongoing improvements.

## What the setting needs to do to improve further

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

#### Due Date

- ensure that Ofsted is provided with the necessary information to enable it to carry out suitability checks on committee members. 12/07/2017

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

- consider ways to minimise disturbances during routine activities so all children are engaged.

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during play, inside and outside.
- The inspector carried out a joint observation with the playgroup manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and business manager of the playgroup.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the playgroup's planning, policies and procedures and self-evaluation.

## Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has failed to ensure that Ofsted has the information they need to carry out checks that ensure that all committee members are suitable for their role. However, thorough recruitment procedures help to ensure that staff working directly with children are suitable to do so. All staff have a firm understanding of safeguarding issues. They are well versed in the procedures to follow in the event of a concern regarding a child's welfare. Children's progress is subject to close monitoring. Staff implement additional support and make changes to the environment where necessary to ensure gaps do not appear in children's learning. Staff are highly valued and supported through good systems of supervision and performance management. Support for children who have special educational needs and/or disabilities is very good. Staff effectively thread information from involved professionals into planning.

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

Staff show they have high expectations of children and, generally, support their learning well through strong teaching. Staff make regular observations and assessments of children's learning to inform planning. Staff use their good knowledge of the children to judge when to intervene or offer help and to suitably challenge children further. For example, children enjoy making cakes from dough. A member of staff encourages children to count their cakes and offers further challenge as she asks how many cherries they might need to go on top. Children use excellent mathematical skills and solve simple calculations. Funding is well targeted and swiftly impacts on children's development.

### Personal development, behaviour and welfare are inadequate

The welfare of children is not totally secure because the provider has not ensured that members of the committee have been thoroughly vetted. The atmosphere within the playgroup is calm and purposeful. Staff create a vibrant and stimulating environment for children to play and learn in. Positive attachments with key persons promote children's emotional well-being and help build their confidence and motivation to explore. Children demonstrate an excellent awareness of promoting and managing their own health and safety. For example, children tell staff they are going outside to get some fresh air and understand why they must wear hats and sun cream during hot weather.

### Outcomes for children are good

All children make good progress. They are effective communicators who demonstrate good listening skills and make strong contributions to discussions. Children confidently write for purpose across many areas of learning. They show excellent pencil control as many children capably form the letters of their name. Children display wonderful social skills. They play cooperatively with their older and younger peers and confidently join in with different groups of children's play. Children are keen and successful learners and develop the skills they need for their future learning and in readiness for school.

## Setting details

<b>Unique reference number</b>	309409
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1087763
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Over Kellet Playgroup Committee
<b>Registered person unique reference number</b>	RP518566
<b>Date of previous inspection</b>	6 March 2014
<b>Telephone number</b>	01524 730 904

Over Kellet Playgroup registered in 1977. The playgroup is open Monday and Tuesday from 9am to midday and Wednesday, Thursday and Friday from 9am to 3.30pm. In total, 10 staff work at the playgroup, all members of staff hold relevant qualifications, including one member of staff with qualified teacher status. The playgroup receives funding to provide free early education for two-, three- and four-year-old children.

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