

Glinton Preschool Playgroup



Peakirk cum Glinton C of E School, Rectory Lane, Glinton, PETERBOROUGH, PE6 7LR

Inspection date	15 June 2017
Previous inspection date	16 January 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured that all legal requirements are met. Ofsted have not been provided with information to complete necessary checks for the majority of persons who make up the committee.
- Activities are not always planned well enough to help children who are taking part to be fully engaged and benefit from these experiences.
- Staff inform parents about their children's achievements. However, they are less successful in encouraging them to share information about their children's learning at home.
- Self-evaluation is not effective in identifying key weaknesses in order to drive improvements in the setting more swiftly.

It has the following strengths

- Children form positive relationships with staff and settle quickly.
- Staff provide plentiful opportunities for children to enjoy fresh air and exercise which contribute towards a healthy lifestyle.
- Partnerships with other professionals, such as teachers of schools where children will move on to, are effective. This helps to offer consistency in children's care and learning.

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:

	Due Date
■ provide Ofsted with the required information about committee members so that the full assessment of their suitability can be completed	24/06/2017
■ develop the planning of activities to meet the individual needs and interests of children.	30/06/2017

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

- develop ways to successfully encourage all parents to share information about their children's learning at home and work together to help children make good progress
- develop arrangements for evaluating the provision in order to identify and prioritise areas for improvement so these can be swiftly addressed.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working within the pre-school.
- The inspector completed a joint observation with the manager.
- The inspector sampled various documents, including risk assessments and a range of policies and procedures, and the provider's evidence of self-evaluation.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector considered the views of parents in discussions during the inspection.

Inspector
Susan Sykes

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Ofsted have not been provided with information of the majority of committee members so further checks can be completed. This has a significant impact as the committee is responsible for the recruitment and checking the suitability of new staff and is able to make decisions about the setting. This poses a risk to children. Furthermore, the management committee does not support the acting manager and staff effectively. For example, the acting manager has not received any guidance from the management committee to help her in her role. Staff are knowledgeable about child protection issues and understand how to report any concerns. Parents comment positively about the pre-school.

Quality of teaching, learning and assessment requires improvement

Staff make observations of children and use these to plan suitable next steps in learning. Children's progress is appropriately monitored to identify gaps in their learning so that these can be addressed. Children especially like being outside. They are excited as they find worms and look for other bugs in the garden. They refer to books to identify the insects they have found, which helps them with their early reading skills. However, some planned activities are not sufficiently adapted for the different ages and stages of children to engage them or provide sufficient challenge. For example, during a music session some children lose interest as the activity did not take into account their different needs or interests.

Personal development, behaviour and welfare are inadequate

The significant weaknesses in the leadership and management of the setting mean children's welfare is not effectively promoted. Children are generally happy and settled. Staff provide a welcoming environment and children are greeted warmly as they enter the pre-school. Children are taught to share and take turns during their play. Staff help children to become independent in managing their personal needs, such as washing their hands before eating. Children experience a suitable range of activities that successfully teaches them about people and the wider world. For example, they learn about each other's cultures and festivals and go for walks in the local community.

Outcomes for children require improvement

Children show that they are making suitable progress from their starting points. However, weaknesses in the provision, such as the ineffective planning of some activities, mean the previous good quality of teaching has not been maintained. Variances in teaching mean that some children do not make the best possible progress in their learning. When engaged in play of their choice, children persevere and concentrate during activities, demonstrating a positive attitude to their learning. Children develop some key skills, such as their communication and language skills, which are well promoted. For example, they are excited as they participate in activities which encourage listening and making rhyming words.

Setting details

Unique reference number	EY432791
Local authority	Peterborough
Inspection number	1095021
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	38
Name of registered person	Glinton Pre-School Playgroup Committee
Registered person unique reference number	RP911115
Date of previous inspection	16 January 2015
Telephone number	07761265486

Glinton Preschool Playgroup registered in 2011. Opening times are Monday to Friday, from 8.50am until 3pm, during term time only, with the exception of Tuesday, when the setting is open from 8.50am until midday. The pre-school provides funded early education for two-, three- and four-year-old children. There are six members of staff employed to work with the children. Of these, four hold relevant qualifications at level 3.

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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