

Shekinah Playgroup

Baptist Church, Western Road, Shoreham-by-Sea, West Sussex, BN43 5WD



Inspection date

5 May 2017

Previous inspection date

11 June 2015

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

Summary of key findings for parents

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

- Staff are not consistent in the behaviour management strategies they use when some children demonstrate inappropriate behaviour.
- Managers have not acted upon or identified weaknesses in their or their staff's practice with regards to managing children's behaviour. For example, they have not accessed support from external agencies or attended specific training.
- Staff do not always give children enough time to respond to questions or answer independently during conversation. This does not fully promote their thinking skills.
- Managers do not actively involve or gain feedback from parents or children in helping them to identify areas to improve further.

It has the following strengths

- Staff provide children with an interesting environment. They arrange activities that grasp children's imaginations and engage them in learning.
- Staff have good relationships with other settings that children attend and local schools. They share information about children's learning, which helps support their progress.
- Managers and staff have good relationships with parents. They involve them in their children's learning and encourage them to share information from home.
- Managers monitor children's development effectively. All children, including those who speak English as an additional language, make good progress.

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 strategies to manage children's behaviour are effective for all children	05/06/2017
■ ensure staff receive training to enable them to promote children's behaviour effectively.	05/08/2017

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

- consider the amount of time staff give to children when asking them questions to enable them to think and respond independently
- improve self-evaluation systems already in place to include the views of parents and children.

Inspection activities

- The inspector observed activities and staff's interactions with children indoors and outdoors.
- The inspector spoke to staff and managers throughout the inspection and asked questions about observation and assessment, behaviour management and safeguarding procedures.
- The inspector tracked some children's development and spoke to the key persons about their progress and next steps in learning.
- The inspector viewed some written documentation including, policies, accident records and staff training certificates.
- The inspector spoke to some parents to gain their views and feedback on the setting.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a suitable knowledge of the procedures they would follow if they had concerns about children and possible signs of abuse. Managers ensure staff keep their safeguarding knowledge up to date. For example, they attend child protection training. However, managers have not provided themselves or their staff with training to effectively manage children's behaviour. Staff do not consistently respond to children's negative behaviour and do not always explain how to behave appropriately. For example, when staff tell children to sit and listen to the story, they kick and hit a staff member while other children ignore staff and walk away. Managers evaluate some aspects of the provision and staff practice. For example, they have made progress towards previous recommendations. However, evaluations have not identified gaps in training for staff or include the views of parents and children.

Quality of teaching, learning and assessment is good

Staff provide an interesting environment for children. They have a good knowledge of children's interests and plan activities that grasp their imaginations. For example, children enjoy using different resources to make crowns and give meaning to the marks they make. Children confidently explore the outdoor area and make the most of the space they have. For example, children find an ant and discuss with staff how they will look after it. Staff skilfully extended children's learning and interest by providing books about other insects and developing the conversation further. However, some staff do not allow children enough time to answer questions or share their own thoughts and ideas.

Personal development, behaviour and welfare require improvement

Staff do not have effective strategies in place to manage children's behaviour. At times, some children do not behave at all appropriately towards others and are not taught that their actions are inappropriate. Some children do not show respect for each other or staff. Staff have different expectations for some children and do not always give them the same messages regarding their behaviour, which can be confusing for children. This is confusing for other children and does not provide them with a good understanding of appropriate behaviour. Most children settle quickly into the setting. For example, they find their name and talk confidently to staff about items they have brought in from home.

Outcomes for children are good

Children make good progress in preparation for their future learning and move to school. Children are keen to learn and not afraid to have a go. For example, they try to write the first letters of their name. Children are independent and learning to manage their own personal needs. For example, they use the toilet and wash their hands.

Setting details

Unique reference number	113694
Local authority	West Sussex
Inspection number	1089121
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	20
Name of registered person	Shekinah Playgroup Committee
Registered person unique reference number	RP901991
Date of previous inspection	11 June 2015
Telephone number	01273462847

Shekinah Playgroup opened in 1980 and registered in 1992. The setting operates from two rooms in the Baptist church, located in Shoreham-by-Sea, West Sussex. The setting opens for four morning sessions and one afternoon session each week during school term time. Sessions are from 9.15am to 12.15pm, and from 9.15am to 3.30pm on a Thursday. The setting is closed on a Wednesday. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four years. There are six members of staff, four of whom have a childcare qualification at level 3 and one at level 2.

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