

Waterbeach Toddler Playgroup



Waterbeach Toddler Playgroup, 37 Burgess Road, Waterbeach, Cambridge, Cambridgeshire, CB25 9ND

Inspection date	5 July 2017
Previous inspection date	24 March 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		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Members of the management committee have not submitted the required information to Ofsted so that their suitability to manage a childcare provision can be confirmed.
- The manager is not yet evaluating the progress of different groups of children to help target the learning needs of those groups and promote rapid progress.
- Information gathered from parents when children first start does not include enough detail about children's prior experiences in order to more thoroughly meet their initial learning needs.

It has the following strengths

- Children benefit from a wide range of enjoyable learning experiences. Staff encourage them to explore colour, form and texture using all of their senses.
- Staff are kind and attentive and teach children well, which leads to good learning outcomes. They expertly support children, asking questions that ignite children's curiosity and creative thinking.
- Children have good opportunities to learn about their local community. They take part in village and school events, visit local people and find out about shops and businesses.
- Staff work with enthusiasm, demonstrating a genuine dedication to their job and the children they support. Their infectious attitudes enthuse children and inspire them to learn.

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 necessary information so that the required checks can be completed to confirm the suitability of all management committee members. 05/07/2017

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

- extend the monitoring of children's progress to include the different groups of children in order to target the learning needs of those groups and enhance children's outcomes
- increase information gathered from parents about children's prior experiences in order to more thoroughly meet children's learning needs when they first start.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff during the inspection.
- The inspector spoke with the manager about how they lead and manage the playgroup. A range of documentation was looked at, including children's records, suitability checks and some policies and procedures.
- The views of parents were taken into account through discussion, testimonials and survey forms.
- The inspector looked at the premises used by the children and the resources available to them.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Ofsted has not been provided with the required information to enable the necessary suitability checks to be completed on committee members. In some cases, committee members have been in post for some time. Disclosure and Barring Service checks have been obtained and committee members do not have unsupervised care of the children. Nonetheless, some of these committee members take management decisions, including those for recruitment. Furthermore, they have access to personal information about children and families. This puts children at risk of harm. Other aspects of safeguarding are promoted appropriately. Staff are well trained in safeguarding issues and know the procedures to follow if they have concerns about a child's welfare. Recruitment procedures are implemented that help to ensure staff are suitable to work with children. The progress that individual children make in their learning is regularly assessed. However, the progress of groups of children is not yet closely monitored, so that provision can be tailored to the individual needs of those groups. The manager seeks the views of parents to assess the quality of the provision. The staff team is a well-balanced mix of qualified and experienced practitioners. They benefit from regular support from the manager and further training is encouraged, which enhances children's learning

Quality of teaching, learning and assessment is good

Children play imaginatively and use resources creatively. They build obstacle courses from planks and crates and combine flour, water and glitter to make 'potions'. Staff know the children well and use their interests to plan relevant, enjoyable activities. For example, a child's fascination with diggers leads to building pretend houses in the sand with toy diggers and construction vehicles. Staff expertly introduce mathematical concepts into children's play, helping them to understand about bigger and smaller and less and more. Parents are well informed about their children's ongoing care and learning. They are extremely positive about the playgroup and the staff. However, information gathered when children first start does not always take into account children's prior learning experiences.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management demonstrate less than stringent procedures to protect children and promote their welfare. Despite this, staff are conscientious about keeping children safe as they play. They talk to the children about safety precautions, such as using goggles when using woodworking tools. Staff teach children about the expectations of good behaviour. They encourage children to share and take turns. Children confidently find a timer so they know when it is their turn to use the camera. Children play outdoors for long periods of time. They develop their physical skills on climbing and balancing equipment. Staff encourage children to seek out the shade in hot weather and offer drinking water, discussing the health benefits of this with them.

Outcomes for children are good

Children make good progress in their learning. They develop the key skills they need in readiness for school. Children are independent in their personal care and understand the

routines of the playgroup. They make marks with enthusiasm. Older children draw self-portraits competently and write their names with confidence. Children listen well to stories. They speculate on what is happening and how the story will end.

Setting details

Unique reference number	221775
Local authority	Cambridgeshire
Inspection number	1090085
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of registered person	Waterbeach Toddler Playgroup Committee
Registered person unique reference number	RP519011
Date of previous inspection	24 March 2015
Telephone number	07808 357 729

Waterbeach Toddler Playgroup registered in 1992. The playgroup employs six members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 3 and 4. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 11.30am and midday until 3pm on Mondays and Wednesdays. On Tuesdays, Thursdays and Fridays, sessions run from 9am until midday and there is a lunch club from midday until 1pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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