**The Crescent Playgroup**  
St.Lukes Church Hall, The Crescent, Bricket Wood, St Albans, Hertfordshire, AL2 3NF

<table>
<thead>
<tr>
<th>Inspection date</th>
<th>19 September 2017</th>
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</thead>
<tbody>
<tr>
<td>Previous inspection date</td>
<td>21 November 2014</td>
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</tbody>
</table>

### The quality and standards of the early years provision

<table>
<thead>
<tr>
<th>This inspection:</th>
<th>Inadequate 4</th>
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</thead>
<tbody>
<tr>
<td>Previous inspection:</td>
<td>Good 2</td>
</tr>
</tbody>
</table>

- **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 not informed Ofsted of changes to members of the committee. Disclosure and Barring Service checks have not been undertaken on new committee members. Ofsted have not been given the necessary information to be able to assess the suitability of these persons.

- The manager does not always make the best use of supervision meetings to monitor and evaluate staff’s practice, and to focus on raising the overall quality of teaching to the highest level.

- Staff complete regular and thorough assessments of children’s progress. However, best use is not made of this information to target specific next steps in learning, in order to support children to make even more-rapid progress.

**It has the following strengths**

- Staff have built good partnerships with parents. They provide them with regular information about assessments of their children’s progress and achievements. Staff provide ideas and information about how parents can further support their children’s learning at home.

- Children build very close bonds with their key person. They are given support and encouragement during their settling-in sessions. Staff meet their individual needs and quickly they become confident in the playgroup.

- Staff provide a wide range of activities that children find interesting and challenging. They challenge children to predict what may happen next in stories and encourage their involvement and participation. Children recall some phrases and words from their favourite well-known books.
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:

- implement effective systems to ensure that new committee members are suitable, including obtaining enhanced Disclosure and Barring Service checks, and provide Ofsted with this information.

Due Date: 03/10/2017

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

- strengthen procedures for monitoring and evaluating staff's practice and increase the potential to raise the overall quality of teaching even higher
- enhance the use of information gathered from assessments to provide children with more specific next steps in learning that enable them to make even more-rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Michelle Baldock
Inspection findings

**Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. The provider has not informed Ofsted of changes to the committee and has not provided Ofsted with the necessary information to enable suitability checks to be undertaken. The provider has not ensured that the new member of the committee has obtained an enhanced Disclosure and Barring Service check. In other aspects of safeguarding, staff understand the procedure to follow and who to contact with any concerns they may have about a child. Risk assessments are undertaken to identify and ensure practice is in place to minimise the risks to children. Staff evaluate their practice on a regular basis. They seek the views of parents and children and include their ideas when identifying areas to improve and when they set targets for development.

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

Staff use information gathered from parents when children first start at the playgroup to identify their individual next steps in learning. They evaluate children's progress and identify any gaps in learning. Staff provide targeted support when needed to help children make continued good progress. Staff encourage children's speech and communication skills effectively. They talk to children about what they are doing and repeat words to support their understanding and pronunciation. Staff fully promote children's mathematical skills, encouraging children to count their pieces of fruit as they serve themselves. They challenge children to find different shapes and fit them into puzzles. Children develop their imaginative skills, such as when they talk about where they are taking the toy doll to in the pram.

**Personal development, behaviour and welfare are inadequate**

Weaknesses in leadership and management mean that children's safety and welfare are not assured. Children have many opportunities to develop their physical skills. They enjoy taking part in ball games and riding on push-a-long bicycles. Children behave well. Staff provide consistent clear messages that support their understanding. Staff talk to children about food that is good for them. This is one of the ways that staff support children's understanding about keeping healthy. Staff promote good hygiene practices and children know to wash their hands after outdoor play and before snack time.

**Outcomes for children are good**

Children are eager to learn. They are given many opportunities to learn to become more independent. For example, children help to tidy away toys at the end of a session and serve their own snack. Children make good progress from their starting points. They quickly learn the skills needed ready for their next stage in learning and their move on to school.
Setting details

<table>
<thead>
<tr>
<th>Setting details</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Unique reference number</strong></td>
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<tr>
<td><strong>Local authority</strong></td>
<td>Hertfordshire</td>
</tr>
<tr>
<td><strong>Inspection number</strong></td>
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<td><strong>Type of provision</strong></td>
<td>Sessional provision</td>
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<td><strong>Day care type</strong></td>
<td>Childcare - Non-Domestic</td>
</tr>
<tr>
<td><strong>Registers</strong></td>
<td>Early Years Register, Compulsory Childcare</td>
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<td></td>
<td>Register, Voluntary Childcare Register</td>
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<td><strong>Age range of children</strong></td>
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<td><strong>Total number of places</strong></td>
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<td><strong>Number of children on roll</strong></td>
<td>26</td>
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<tr>
<td><strong>Name of registered person</strong></td>
<td>The Crescent Playgroup Committee</td>
</tr>
<tr>
<td><strong>Registered person unique reference number</strong></td>
<td>RP523324</td>
</tr>
<tr>
<td><strong>Date of previous inspection</strong></td>
<td>21 November 2014</td>
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<tr>
<td><strong>Telephone number</strong></td>
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The Crescent Playgroup registered in 1993. The playgroup employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, plus one with qualified teacher status. The playgroup opens from Tuesday to Friday, term time only. Sessions are from 9.15am to 12.15 on Tuesday and Thursday, 9.15am to 1pm on Wednesday and from 9.15am to 2.30pm on Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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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