

# Kids United Playgroup

United Reformed Church, Elgar Avenue, Surbiton, Surrey, KT5 9JR



**Inspection date** 20 October 2017  
Previous inspection date 26 June 2015

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

## Summary of key findings for parents

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

- The staff do not recognise all possible risks to children, such as ensuring access to the building is secure.
- The staff do not always have clear knowledge around their roles and responsibilities to safeguard children.
- At times, staff do not use observations and assessments well enough to effectively plan for children's next steps in learning and consistently extend their development. They do not support all aspects of their mathematical development or explore literacy opportunities. The staff do not fully reflect on practice to identify key areas for improvement to raise the quality of practice and provision.

### It has the following strengths

- Partnerships with parents and other settings are very well established. Staff support parents which helps continuity in meeting the children's individual needs.
- All staff hold a current paediatric first-aid certificate, which helps them to respond to accidents or emergencies appropriately.
- Children have good relationships with staff who relate to them well.
- Children receive praise which helps their confidence and self-esteem.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve risk assessments to identify and minimise hazards to children, with particular regard to the security of the building</li> </ul>	03/11/2017
<ul style="list-style-type: none"> <li>■ ensure staff have good knowledge and understanding of their roles and responsibilities about how to safeguard children</li> </ul>	03/11/2017
<ul style="list-style-type: none"> <li>■ make better use of observations and assessments to provide activities and learning experiences that build on what children know and can do and what they need to learn next.</li> </ul>	03/11/2017

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

- improve opportunities to support children's understanding of number and literacy skills
- make effective use of self-evaluation to help identify and target key areas for improvement.

### Inspection activities

- The inspector observed the children's play activities and daily routines.
- The inspector had discussions with some parents and took account of their views.
- The inspector held a meeting with the manager about leadership and management, discussed self-evaluation and looked at relevant safeguarding documentation.
- The inspector had discussions with staff and carried out a joint observation with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

### Inspector

Penelope Redwood

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The management team carries out some risk assessments to help keep children safe. However, it does not recognise all possible risks. For example, the building is not fully secure and can be accessed by the public and other hall users. This compromises children's safety. Staff supervise children and give them guidance on how to stay safe which minimises risks to them. Safeguarding is not effective. Some staff have suitable knowledge of what to do if they have concerns about a child's welfare. However, the management team does not have effective systems in place to ensure all staff have good knowledge of safeguarding children. For example, they are unaware of recent legislation, such as the 'Prevent' duty and who to report to if they have concerns about a child's welfare. Staff also do not fully reflect on practice to identify key areas for improvement.

### **Quality of teaching, learning and assessment requires improvement**

Staff use their knowledge of children's interests to plan activities, such as making bread. The staff encourage children's language, for example, they talk about what ingredients are needed and methods used for baking. However, staff do not fully support children's mathematical development, such as providing tools for them to weigh and count ingredients. There are numbers and print on display throughout the environment and staff help children to recognise letters and sounds in their names. For example, during greeting time, children say and place their name card on a large picture board. Staff read books to children at group time. However, some books have lots of pages and young children lose interest quickly and become easily distracted.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in leadership and management mean children's safety and well-being are not assured. However, children are happy and settled. Resources are easily accessible to children, which supports their ability to make choices. Children begin to learn about the behaviour expected from them. Staff encourage children to learn about the world in which they live. For example, they plan many days of different cultural celebrations throughout the calendar year.

### **Outcomes for children require improvement**

Children do not make enough progress from when they start at the setting. However, they learn some suitable skills to help prepare them for their future move to school. Children show pride in the completion of tasks, for example, stacking and balancing bricks or making marks in the sand outside as they practise their writing skills.

## Setting details

<b>Unique reference number</b>	EY268276
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	1091777
<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>	32
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Kids United Playgroup
<b>Registered person unique reference number</b>	RP521623
<b>Date of previous inspection</b>	26 June 2015
<b>Telephone number</b>	07928102614

Kids United Playgroup registered in 2003. It is run by Kids United Committee Playgroup. The pre-school operates four days a week between 9.15am and 12.15pm, or until 1.15pm if children stay for lunch. There are eight members of staff. All staff hold relevant early years qualifications. The pre-school receives funding for early education for children aged two, three and four years.

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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