

# Carleton Rode Playgroup

Jubilee Hall, Mill Road, CARLETON RODE, Norfolk, NR16 1NQ



<b>Inspection date</b>	20 November 2017
Previous inspection date	20 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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 does not ensure that rigorous identity checks and vetting processes are completed when recruiting staff. They do not record information about the checks they make when assessing staff's suitability to work with children.
- The provider does not have effective systems in place to check staff's ongoing suitability to work with children.
- The quality of teaching is variable. The manager does not effectively manage staff's performance or help them improve the quality of their teaching practice.
- Staff do not make best use of the assessments they make of children's development. They sometimes plan opportunities which are beyond children's capabilities. Sometimes, children lack engagement and do not understand what is expected of them.

### It has the following strengths

- Staff are consistent when managing children's behaviour. They encourage children to share resources and take turns. Children are keen to take on small tasks, such as tidying away toys.
- Older children are eager to share their stories and achievements from home. Staff encourage children to listen to each other. Staff ask older children questions to develop their stories further and to show them that they value their lives beyond the playgroup.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure robust vetting procedures are followed to assess staff's suitability to work with children and ensure that information about the completed checks is recorded</li> </ul>	20/02/2018
<ul style="list-style-type: none"> <li>■ ensure rigorous procedures are followed to check on staff's continued suitability to be able to fulfil the requirements of their role</li> </ul>	20/02/2018
<ul style="list-style-type: none"> <li>■ implement effective procedures for the performance management of staff and provide them with support and coaching to help them raise the quality of their teaching practice to a good level</li> </ul>	20/02/2018
<ul style="list-style-type: none"> <li>■ ensure that younger children experience learning opportunities tailored to their individual needs which focus strongly on helping them to develop key skills to prepare them well for their future learning</li> </ul>	20/02/2018
<ul style="list-style-type: none"> <li>■ use information from assessments made of children's progress to ensure that the learning experiences provided reflect their capabilities.</li> </ul>	20/02/2018

### 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 and a member of the registered body. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider does not complete rigorous checks, or keep records of the checks made when recruiting staff. Furthermore, the provider does not complete robust checks to ensure staff's continued suitability for their role. This poses a significant risk to children as staff have unsupervised access to children. Despite this the provider does obtain Disclosure and Barring Service checks for all staff. The manager does not have effective procedures in place to manage staff's performance. She does not identify weak teaching practice or help staff to develop their skills further. The manager and staff regularly meet together to discuss provision. However, the manager does not encourage staff to reflect on their personal performance or help them to identify how to continually improve teaching.

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

Staff are aware of what children enjoy doing and make assessments of their progress. However, they do not consistently use this information to plan opportunities tailored to children's individual needs. Staff's planning for younger children's next steps in learning is often too challenging and beyond children's capabilities. For example, staff do not focus on helping children to develop their language skills before moving them on to more difficult tasks, such as learning advanced mathematical concepts. This negatively impacts on children's progress. During group activities, staff engage older, more capable children as they search around the playgroup for hard and soft objects. Older children are enthusiastic. They name the objects and confidently talk about specific features. However, younger children are led by adults and show little understanding of the game. They soon lose interest. Staff share information with parents about children's daily experiences. Parents value this sharing of information and are reassured that their children are happy and enjoy joining in with activities.

### Personal development, behaviour and welfare are inadequate

Children's welfare is inadequate due to the weaknesses in the safe recruitment of staff. Despite this, children show that they feel safe. They develop secure bonds with staff and settle quickly when they first arrive. Staff praise children to help build their confidence and self-esteem. Children are encouraged to be independent, such as when getting ready to go outside and when serving themselves a healthy snack. Children enjoy physical activity. They ride around on bicycles outdoors, safely negotiating space. They play alongside their friends and share the bicycles. Indoors, children dance and join in with the actions to familiar songs.

### Outcomes for children require improvement

Weaknesses in teaching impact on children's progress. Younger children do not make good enough progress in all areas of learning. Some children lack motivation to practise their speaking skills. They are prepared with some basic skills to move on to the next stage in their learning. However, children who have special educational needs and/or disabilities do make consistent progress from their starting points. Additional funding is used well to target specific learning needs.

## Setting details

<b>Unique reference number</b>	254007
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1103337
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Carleton Rode Playgroup Committee
<b>Registered person unique reference number</b>	RP517384
<b>Date of previous inspection</b>	20 October 2014
<b>Telephone number</b>	07824675894

Carleton Rode Playgroup registered in 1985. The playgroup employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm on Monday, Tuesday and Wednesday, from 1pm until 4pm on Thursday and from 8.45am to 11.45am on Friday. They also operate a breakfast club from 7.30am to 8.45am each weekday and an after-school club from 3.15pm to 6pm Monday to Thursday. The playgroup provides funded early education for two-, three- and four-year-old children.

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