

# Hamdon Playgroup

Under the United Reformed Church, North Street, Stoke-sub-Hamdon, Somerset,  
TA14 6QP



## Inspection date

Previous inspection date

23 March 2018

16 May 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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 committee has failed to meet an action set at the previous inspection to inform Ofsted of the its current members, so that Ofsted can make all necessary checks on members' suitability.
- The manager is the designated safeguarding lead. However, she does not have an accurate knowledge of the procedures to follow if an allegation is made against a member of staff. This does not promote children's safety.
- The manager does not follow appropriate procedures to respond to complaints.
- Staff do not consistently provide parents with regular information to support their children's learning at home.

### It has the following strengths

- Recent training has helped staff to support children well in their mathematical development throughout all activities and experiences.
- All children make good progress in their learning and development from their starting points.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ provide Ofsted with the details required to check the suitability of the current committee members	26/04/2018
■ ensure the designated lead for safeguarding children has a robust knowledge of the procedures to follow in the event of an allegation being made against a member of staff	26/04/2018
■ keep a written record of any complaints and their outcome, and ensure these are available to Ofsted	26/04/2018
■ provide parents with regular information which will enable them to support their children's learning at home.	26/04/2018

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with children, staff and parents, and took account of the provider's development plans.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The committee does not have appropriate arrangements to ensure it meets all welfare requirements. Although there are strengths in the quality of teaching and learning, safeguarding is not effective. The committee has failed to comply with an action set at the last inspection. It has not followed the requirement to inform Ofsted of the changes to the committee to ensure all checks can be completed. The designated safeguarding lead does not have a robust knowledge of the procedures to follow should an allegation be made against a member of staff. However, staff do have a sound understanding of the signs and symptoms that may indicate that a child is at risk of harm. The manager has not maintained, as required, a written record of complaints received or of the action they took in response. Staff speak to parents daily and exchange some useful information. Parents know the topics staff plan for children. However, some parents confirm that they are not certain of their children's next stages of development to support them further at home. The manager monitors children's overall development appropriately and identifies where they may need additional help to ensure they catch up. She works directly with the staff, providing regular supervision and support. The manager and staff regularly evaluate their practice, although they have not identified the setting's weaknesses successfully.

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

Staff make regular observations of children's achievements and each key person has a good understanding of how to plan challenging activities that help children to continue to develop. They use children's interests to engage and motivate them. For example, children's fascination with egg boxes led to discussions about eggs, stories about penguins and a trip to the Sea-Life Centre. Staff make good use of technology to challenge older children's knowledge, such as finding out about seahorses. Staff encourage children to extend their vocabulary well. For instance, they helped them to recall past events and lead discussions. Staff provide alternative words, such as naming the black part of an eye as the pupil. They provide good support for younger children to understand about cause and effect, such as noticing how everything looks different when they observe through yellow plastic. Staff help children to make predictions and test their ideas successfully.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management impact on the committee's ability to protect children's welfare and well-being. Nevertheless, staff use consistent routines and reinforce positive behaviour, so that children learn to share and understand the adults' expectations. They sensitively acknowledge children's feelings, and children have regular opportunities to celebrate their similarities and differences. Children develop an effective awareness of safe and healthy practices. For example, even the youngest children wash their hands before eating and after using the toilet, help themselves to regular drinks and enjoy healthy snacks. Since the last inspection, the committee has developed the outdoor area and plan better for outdoor learning. Children know to cycle in the same direction so as not to crash and hurt each other. Staff follow suitable procedures to protect children's health when changing nappies or helping them to use the potty.

### **Outcomes for children are good**

Children develop good skills that prepare them well for their next stage of learning and school. They are confident to speak and sing in whole-group situations. They join in with familiar words and sentences when staff read stories. Children have good manners and develop positive relationships. They are independent in managing their self-care skills. Children count with confidence and older children know the total when adding one more or taking one away from a group. They recognise shapes and their own names.

## Setting details

<b>Unique reference number</b>	143133
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1099401
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Hamdon Playgroup Committee
<b>Registered person unique reference number</b>	RP907227
<b>Date of previous inspection</b>	16 May 2017
<b>Telephone number</b>	01935826832

Hamdon Playgroup opened in 1974 and is run by a voluntary committee. It operates in Stoke-Sub-Hamdon, Somerset. The playgroup is open Monday to Friday from 9am to 3pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. There are six members of staff. Of these, five hold an early years qualification at level 3 and one holds a qualification at level 2.

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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