

# Park Hall Playgroup

Park Hall Playgroup, Falmouth Road, WALSALL, WS5 3EZ



## Inspection date

8 June 2018

Previous inspection date

17 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 provider has failed to notify Ofsted of a change to the person who manages the setting. This is a breach of requirements.
- The provider does not ensure that staff receive consistent supervision and coaching to help them fulfil all aspects of their roles.
- The quality of teaching is not sufficiently stimulating and staff do not have a secure understanding of how to assess children's development. They do not provide effective support to ensure all children make good progress in their development.
- The outdoor area is untidy and uninviting for children. For example, the grass has not been cut to ensure that children have access to a continually suitable play space.
- The manager does not monitor staff's practice well enough to help them raise the quality of teaching.

### It has the following strengths

- The indoor environment is inviting and children can help themselves to a wide range of resources and toys. They make firm friendships with other children and form strong bonds with their key person.
- Parents are encouraged to contribute to initial assessments of their child's development. Parents praise the staff for their good communication and the care of their children in the setting.

## What the setting needs to do to improve further

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

	Due Date
■ ensure that Ofsted receives notification about changes to persons who are appointed to manage the setting	22/06/2018
■ develop effective supervision arrangements for staff and provide coaching, support and training to improve their knowledge, understanding and practice	22/06/2018
■ plan and provide a range of stimulating, enjoyable activities and make rigorous assessments of children's achievements to help them make good progress in their learning and development.	22/06/2018

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

- improve the maintenance of the outdoor space to ensure that children are able to make the best use of the areas available for play activities
- improve the monitoring and evaluation of practice within the playgroup to raise the quality of teaching to a higher level.

## Inspection activities

- This inspection was carried out as a result of a risk assessment following information we received about this provision.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with staff and children during the inspection. She also spoke with a number of parents and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of persons working in the setting.
- The inspector held meetings with the provider and manager and discussed the self-evaluation process.

## Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider does not follow mandatory procedures to inform Ofsted about changes to the management of the setting. However, the manager previously worked at the setting for many years as a deputy manager. Therefore, the changes do not have a significant impact on children's safety and well-being. The provider ensures that either the manager or deputy is always present to take charge of the setting. Self-evaluation is ongoing and used to identify strengths and some areas for improvement. However, the provider has not taken timely steps to address key issues, such as regular performance management of staff. Staff have extremely few opportunities to discuss their roles, and the monitoring of their practice is not rigorous enough. Safeguarding is effective. All staff have a good understanding of the procedures to follow, to report any concerns about the welfare of a child in their care.

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

Staff do not provide enough interesting activities and they do not fully support children's development in all areas of learning. Staff are not skilful enough at blending adult-led activities with children's play. For example, they respond promptly when children recognise colours and help them to make links with the clothes they are wearing. However, staff do not understand how to then extend children's learning. Staff are able to include suitable challenges for children by providing scissors and paper to promote their cutting skills. They provide opportunities for children to practise skills, such as counting. Staff obtain detailed information about children's capabilities from parents when they first start. They carry out regular observations of what children do but assessments are, at times, imprecise. Consequently, the planning for children's learning is not consistently effective so that children have the best experiences. Staff frequently give praise and this encourages children to engage and to be involved.

### Personal development, behaviour and welfare require improvement

Although staff carry out daily checks of the premises, they do not consistently remove debris or clear the remains of previous play activities outdoors. The irregular maintenance of the outdoor space detracts from staff's efforts to enhance children's play. However, staff promote children's imaginative play appropriately, for example, by creating a den with the children. The adult-to-child ratios are consistently maintained and staff supervise children well. There is good interaction between staff and the children. Children enjoy fresh fruit and choose from drinks of milk or water at snack time. Staff encourage them to use good manners.

### Outcomes for children require improvement

Not all children make good progress from their starting points. However, children develop some of the skills they need in readiness for school. They play well together and share resources. Children are developing skills to attend to some aspects of their personal needs. They enjoy story time and listen attentively while staff read to them.

## Setting details

<b>Unique reference number</b>	EY408126
<b>Local authority</b>	Walsall
<b>Inspection number</b>	1137607
<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>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Park Hall Community Association
<b>Registered person unique reference number</b>	RP517431
<b>Date of previous inspection</b>	17 November 2017
<b>Telephone number</b>	01922 628 627

Park Hall Playgroup registered in 2010. The playgroup employs three members of childcare staff. All hold appropriate qualifications at level 2 or 3. The playgroup opens on Monday and Friday from 9.30am to 12.30pm and on Tuesday, Wednesday and Thursday from 9.30am to 2.30pm, term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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