

# Endcliffe Playgroup

Horizon Building, 80 Neill Road, Sheffield S11 8QH



<b>Inspection date</b>	19 November 2018
Previous inspection date	7 July 2014

<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 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

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

- The quality of teaching is variable. Methods for monitoring and assessment of children's progress by staff are variable in accuracy and quality.
- Staff do not always provide enough support to keep children engaged in purposeful activities. As a result, children are not always fully engaged in their learning.
- Supervision and performance management are not rigorous enough to evaluate teaching practice and identify targets to help raise the quality of teaching to a consistently good level.
- Staff do not always organise large-group activities well to support children's learning successfully.
- The provider and manager have developed a system of self-evaluation. However, it is not rigorous enough to bring about the changes needed to raise the quality of the nursery.

### **It has the following strengths**

- Partnerships with parents are effective. Parents comment on how kind and hard working the staff are. They talk about the good communication systems the playgroup has in place. Staff share information about children's development and often invite parents to the setting to learn alongside their child. This supports continuity in children's learning.
- Staff provide a welcoming environment and suitable opportunities for children to make choices in their play and learning. Children are happy and settled. They play alongside caring staff who provide them with smiles and reassurance.
- The playgroup has formed good links with local schools. Staff use these partnerships to help them prepare children well for starting school.

## What the setting needs to do to improve further

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

	Due date
improve the quality of teaching so that all children make consistently good progress	21/12/2018
improve accuracy of assessment to identify children's next steps in learning	21/12/2018
ensure that staff supervisions identify training, coaching and mentoring with a focus on improving the quality of teaching and learning.	21/12/2018

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

- develop the organisation of large-group activities so that all children are challenged appropriately according to their stages of development.
- improve self-evaluation and reflective practice to effectively address ongoing areas of weakness.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning. She talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at a selection of documentation, including staff and children's records and evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider and manager carry out supervision for staff. However, this has not been fully successful in improving the outcomes for children. The monitoring of staff's teaching practice and children's learning experiences is not fully effective. Self-evaluation is in place and the provider and manager know what the setting needs to do to improve. However, they have not yet implemented the strategies required for improvement. Safeguarding is effective. Staff are aware of the steps to take if they have any concerns regarding a child's welfare or concern regarding the behaviour of adults working with children. Training supports staff's understanding of child protection, first aid and food hygiene. Partnerships with outside agencies are effective. Discussions regularly take place with parents and their views are acted upon.

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

The quality of teaching is variable. Monitoring and tracking of children's progress is inconsistent in accuracy. Some staff do not always plan appropriate activities that challenge and extend children's learning. Group times are not organised to engage and motivate all children to learn. Consequently, some children become distracted and move rapidly between activities. However, some staff use their knowledge of children's development more effectively. Children can understand and follow instructions, for example, tidying away toys when staff ask them to. Children are given opportunities to develop their independence skills as they select which toys they want to play with and serve themselves at snack. Outdoors, children's physical development is supported, for example, they balance on ramps and beams and use wheeled cars to race and manoeuvre with skill.

### Personal development, behaviour and welfare require improvement

The inconsistencies in teaching mean that not all children are motivated to learn. This leads to children's lack of engagement in purposeful play and learning. Nevertheless, children are happy. Clear areas are set out in the playgroup to help support learning, such as dough play, role play, construction bricks, creative and small-world play. However, staff do not always make the best use of the space available, for example during large-group activities. Healthy snacks of fruit with a choice of milk or water are offered. Children are given reminders regarding good behaviour, such as sharing toys with their friends. Children's confidence when dealing with their own care needs is effectively supported. For example, when they need to wipe their nose or wash their hands before snack.

### Outcomes for children require improvement

Weaknesses in teaching and learning mean that children are not making the best progress possible. Nevertheless, they are steadily developing the basic skills needed to support them to be ready for school. They are confident communicators and have formed good friendships with each other. They play alongside their friends with ease and confidence. Children hear and use mathematical language during play. Children make meaningful marks using tools, such as paints, crayons and markers on a whiteboard.

## Setting details

<b>Unique reference number</b>	300777
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10069721
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Endcliffe Playgroup Committee
<b>Registered person unique reference number</b>	RP905396
<b>Date of previous inspection</b>	7 July 2014
<b>Telephone number</b>	00754522769

Endcliffe Playgroup registered in 1993. It is managed by a voluntary management committee which includes parent representatives. The playgroup operates from the Methodist Church Hall in the Endcliffe area of Sheffield. The playgroup is open on Monday, Wednesday and Thursday mornings during term time, from 9am until midday. The playgroup employs four members of staff, of whom two hold appropriate early years qualifications at level 3, 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

