

# Barford Playgroup

Barford & Wramplingham Village Hall, Barford, Norfolk NR9 4AB



<b>Inspection date</b>	23 November 2018
Previous inspection date	13 July 2015

<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 leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The manager does not complete rigorous risk assessments of the premises. She does not identify all risks to children, or establish how she and the staff will minimise those risks. This places children at risk of harm.
- Staff deployment is ineffective. Staff are not vigilant and do not adequately supervise children to keep them safe. They do not deploy themselves effectively to meet children's learning needs or to promote their positive behaviour.
- The performance management of staff, including that of the manager, is weak. The manager does not identify poor-quality teaching. She does not support staff or give them appropriate guidance to help them develop their teaching practice. Some staff do not know how to improve their teaching skills.
- Staff are not supported to access training and professional development opportunities to further their skills and knowledge. This has a negative impact on the quality of opportunities available for children and on staff's understanding of their role to keep children safe.
- Staff do not have high enough expectations of children. They do not plan interesting or challenging opportunities, in all areas of learning, that are targeted to children's individual needs. Children quickly lose interest and focus in activities. This has a significant impact on their progress and attitude to learning.
- Staff do not complete accurate assessments of children's learning. They do not use precise information about children's capabilities to identify their next steps in learning. Staff do not provide parents with consistently accurate information about children's level of development.

### It has the following strengths

- Children have regular opportunities to develop their physical skills. They enjoy playing in the fresh air and safely negotiate space when riding on bicycles outdoors.

## 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
take all reasonable steps to ensure children are not exposed to risks; complete risk assessments to identify aspects of the environment to be checked, when and by whom they will be checked and how the risk will be removed or minimised	07/12/2018
ensure staffing arrangements are effective so that children are adequately supervised, their safety is assured and their needs are met at all times	21/12/2018
implement an effective system for monitoring staff performance, including that of the manager, and provide support and guidance to help them improve their teaching skills and personal effectiveness	23/02/2019
support staff to undertake appropriate training so that they have a secure understanding of their responsibilities to keep children safe and to provide them with purposeful learning opportunities	23/02/2019
ensure all children experience an enjoyable and engaging learning experience that is challenging, targeted to their individual needs and helps them to progress well in all areas of learning	23/02/2019
complete accurate assessments of children's progress to identify their next steps in learning and keep parents fully informed about children's exact levels of development.	23/02/2019

### 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 held a meeting with the playgroup manager and spoke with two members of the management committee. The inspector looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with several parents and carers during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of leadership and management is inadequate

The leadership and management team does not identify weaknesses in practice that have a significant impact on children's care and education. Safeguarding is not effective. The manager does not adequately review the playgroup's risk assessments following accidents to children. She does not take prompt action to minimise all risks. This places children at continued risk of harm. However, staff and the manager know how to report their concerns about children's welfare. The manager is not well supported by the committee, which lacks oversight of the quality of the childcare provision. The manager does not put her knowledge of how children learn into practice. She does not identify weak teaching, including where staff fail to engage children in purposeful learning. Staff do not know how to improve their teaching skills and the manager does not give them guidance on how to improve their interactions with children. Staff have few opportunities to attend training. Despite some staff being well qualified, their lack of continued professional development has a significant impact on children's learning.

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

Staff do not have a secure knowledge of children's capabilities. Some of their assessments of children's learning, which they share with parents, are not accurate. Staff base their assessments on limited observations of children. Consequently, staff do not identify or plan effectively for children's next steps in learning. While staff do identify some next steps for children, these are infrequent and staff do not know how to tailor children's learning experiences to their needs during daily activities. Young children spend prolonged periods wandering around, unnoticed by staff. Older children often follow their own ideas, such as when they explore with dough. Staff comment on what they do but do not seek to enhance or extend their learning. At other times, older children lack enthusiasm to learn. They pick random objects up to explore before placing them down, disinterestedly, and move on. Parents comment that staff communicate effectively with them and share photographs of children engaged in activities.

### Personal development, behaviour and welfare are inadequate

Staff are not vigilant. They are not always aware of what children do. During the inspection, they do not notice when a young child uses a glue stick to put glue on her face and lips. They do not act promptly to remove the risk or to check on children's welfare, until prompted to by the inspector. Children frequently seek staff out to show them their achievements and to prompt staff to join in their play. While staff initially join in with children's play, they often leave the activity to deal with behaviour issues, such as when children take toys away from others. Despite this, children respond well to staff and follow their instructions. Children eat healthy food for snack. However, staff do not deploy themselves well at snack time and on occasions, children sit on their own and do not benefit from sociable snack times. However, staff are aware of those children with allergies and put measures in place to ensure children eat food that is safe for them.

### Outcomes for children are inadequate

Weaknesses in teaching and planning for children's learning have a significant impact on children's motivation and enthusiasm to learn. Children lack concentration and sufficient

levels of engagement in activities. They often participate in simple activities, which do not sufficiently challenge them, as there are few challenging opportunities available to them. While some children do make some progress, such as in their mathematical development, often this is as a result of children's particular interest or incidental learning. Staff do not support children to become enthusiastic to learn and acquire important skills and attitudes to prepare them for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	253951
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10064948
<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>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Barford Playgroup Committee
<b>Registered person unique reference number</b>	RP523809
<b>Date of previous inspection</b>	13 July 2015
<b>Telephone number</b>	01603 757854

Barford Playgroup registered in 1992. The playgroup employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday during term time only. Sessions are from 8am until 3.30pm on Mondays, Tuesdays and Thursdays, from 8am until midday on Wednesdays, and from 8am until 3pm on Fridays. The playgroup provides funded early education for two-, three- and four-year-old children.

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