

Saplings Pre School Playgroup

Beechwood Avenue, Bottisham, CAMBRIDGE CB25 9BE



Inspection date	18 January 2019
Previous inspection date	3 November 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of 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 management committee has failed to inform Ofsted of all members of its membership. In addition, there is no evidence that Disclosure and Barring Service checks have been carried out in a timely manner for some individuals.
- Some members of the committee, who are not known to Ofsted, have access to confidential information about children.
- The management committee has not taken stringent and effective actions to identify and address weaknesses in its practice and procedures.
- At times, staff do not offer sufficient challenge to the most able children in order to extend their learning to the highest level.

It has the following strengths

- The key-person system is effective, and staff know children well. They collect information from parents and establish children's starting points on entry. Staff use this information effectively when planning activities to capture children's interest and motivate them to learn.
- Staff have good partnerships with other providers. These support children effectively when they attend more than one provision and when they prepare for their move to nursery or school.
- Children are confident and settled at pre-school. They concentrate well on chosen activities and persist in their tasks.

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 knowledge of the statutory requirements and ensure information about members of the management committee is submitted without delay to enable further suitability checks to be carried out	25/02/2019
put stringent procedures in place to ensure confidential information is only shared with those who have a right or professional need.	25/02/2019

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

- ensure self-evaluation and subsequent action plans for improvement are robust and effective in identifying and tackling weaknesses
- enhance the experiences of the most able children to provide them with more challenge and promote learning to the highest level possible.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff and others concerned with the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The management committee demonstrates a poor understanding of the statutory requirements and its responsibility for children's welfare. Ofsted has not been informed of all members of the committee and some have yet to complete Disclosure and Barring Service checks. This negligence means that Ofsted has been unable to carry out further background checks to verify the suitability of those concerned. Some individuals have been in post for a considerable amount of time and hold positions of trust. They have access to confidential information about children and this potentially puts children at risk. The management committee does not have sufficiently robust action plans in place to identify weaknesses in its practice and take action in a timely manner. However, staff are well trained in child protection matters and know about wider safeguarding issues, such as the 'Prevent' duty. Staff know about the reporting procedures they need to follow. The manager ensures staff recruitment procedures are robust and staff undergo background checks to establish their suitability for their roles. Supervision meetings are held regularly, and staff discuss matters to help improve their practice. Staff attend training and research aspects of childcare that will support their work. The manager monitors children's development and ensures any gaps in their progress are addressed.

Quality of teaching, learning and assessment is good

Children have a wide variety of activities available to them. They demonstrate good levels of concentration as they play and are keen to complete their tasks. For example, children persevere until they have replaced the cover on a toy hairdryer. Children identify similarities during matching games and are developing their mathematical skills well. They confidently count the number of children present and point out the correct written number to correspond with their findings. Children show an interest in reading and are very excited about the delivery of new books. They enthusiastically talk about their favourite stories and spend time looking at the pictures in the new additions to their library. Children enjoy imaginary play and especially enjoy dressing up. They join in with singing and dancing.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare and safety are not assured. Nevertheless, children arrive happily at the start of the session and enjoy playing. They make choices about their activities and demonstrate they have a secure understanding of the daily routines. Children are independent in their self-care needs, according to their level of development. They know to put on coats during cold weather and put on their own shoes. Children take full part in preparations for snacks and understand the reasons why it is important to wash their hands and clean the table first. Staff support children's discussions well at these times and enhance children's developing knowledge of a healthy lifestyle. Parents share positive feedback about their children's experiences and say how much their children enjoy attending.

Outcomes for children are good

Children are developing the skills needed for their next stage in learning. They are

motivated to learn and busy themselves with activities available to them. Children generally behave well and are effectively supported by staff if sharing or turn taking becomes difficult. Children communicate well and join in with small-group activities.

Setting details

Unique reference number	221814
Local authority	Cambridgeshire
Inspection number	10062027
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 3
Total number of places	16
Number of children on roll	14
Name of registered person	Saplings Pre School Playgroup Association Committee
Registered person unique reference number	RP517168
Date of previous inspection	3 November 2015
Telephone number	01223 813226

Saplings Pre-School Playgroup registered in 1992 and is run by a committee of volunteers. It is located in Bottisham, Cambridge. The pre-school is open from 9am to midday during school term times. It provides funded early education for two- and three-year-old children. Four members of staff work with the children. Of these, three have childcare qualifications at level 3.

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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