

Brightlingsea Playcentre

The Pavillion, Bayard Recreation Ground, Brightlingsea CO7 0NL



Inspection date	20 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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

This is a provision that requires improvement

- Managers do not have sufficient arrangements for recording information about the identity checks that have been completed to assess the suitability of staff.
- Managers do not have effective arrangements for the supervision of staff. They do not provide opportunities to coach and support staff to improve their professional effectiveness and to monitor that training has been understood and embedded.
- Managers do not monitor the provision and staff practice well enough to ensure that records are kept up to date and are accurately completed.
- On occasions, staff do not deliver teaching to a consistently high level. They do not make best use of group activities to capture children's interests or enhance their learning.

It has the following strengths

- Partnerships with parents are strong. Parents spoken to at the time of the inspection comment on the effective arrangements staff have for communicating with them. They feel involved in their child's learning and have confidence in the staff's abilities to keep their children safe.
- Children enjoy developing a range of physical skills as they negotiate the pirate island hill and climb on board the pirate ship in the extensive pre-school garden. They enjoy showing their friends the different movements they can make with their body, such as hopping, jumping and taking long steps as they walk.

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
ensure information about the vetting processes and identity checks carried out to secure staff's suitability is recorded and available for inspection	07/06/2019
improve arrangements for staff supervision so that they receive coaching and support to help them continuously improve their practice and understand and implement training.	07/06/2019

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

- review the way in which managers monitor all aspects of the provision to ensure that appropriate records are regularly updated
- monitor teaching more effectively to ensure that staff consistently deliver high-quality opportunities for children to learn and develop.

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 observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Lynn Hughes

Inspection findings

Effectiveness of leadership and management requires improvement

Managers follow safer recruitment procedures when employing new staff. However, they do not record all information received regarding the checks carried out, to evidence the suitability of all staff. Staff regularly update their safeguarding knowledge, for example through appropriate training. However, managers do not monitor staff's knowledge well enough following training to ensure that new guidance is fully understood and embedded. Despite this, safeguarding is effective. Staff demonstrate an awareness of the known indicators that might suggest that a child is at risk of harm. They know the procedures to follow should they identify any safeguarding concerns. Managers hold regular supervision meetings with staff to discuss their key children. However, they do not provide adequate opportunities to review staff's professional development or coach them to raise the quality of their teaching practice higher. Staff carry out daily safety checks to ensure that children play in a safe environment.

Quality of teaching, learning and assessment requires improvement

The quality of teaching across the setting is variable. Some staff demonstrate an appropriate understanding of how children learn and use the information they know about each child to help children move forward and make progress in their learning. However, not all staff use skilful questioning to extend and enhance children's knowledge or to build on previous experiences. Some group activities are not pitched well enough to capture the interests of all children. Despite this, children enjoy their experience at the setting. They freely access the exciting resources to extend their game. For example, children have fun in the role-play area and giggle excitedly as they put their baby dolls in the washing machine.

Personal development, behaviour and welfare require improvement

Some staff do not complete accident records accurately enough. For example, dates are missing from some accident record forms. Managers do not have systems for monitoring and auditing this information, therefore, there is no clear timeline of when these accidents occurred. Children enter the setting confidently and quickly engage in their chosen play. They develop independence skills as they make choices over their play and help to serve their own drinks and snacks. Children learn to manage their own personal hygiene as they independently access the toilets and hand washing facilities. Children learn about the setting's rules, for example when staff use group circle times to discuss the importance of walking indoors, being kind to their friends and listening when staff clap their hands to gain their attention.

Outcomes for children require improvement

Children generally make typical progress from their starting points. However, variations in the quality of teaching mean that not all children make the best progress they can. Children are generally prepared for their next stage of learning, such as school. They practise early writing skills as they are encouraged to write their name on their pictures. They develop mathematical concepts when they match the correct number of small objects to pictures of that number.

Setting details

Unique reference number	EY539971
Local authority	Essex
Inspection number	10090142
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	56
Number of children on roll	81
Name of registered person	Brightlingsea Playcentre Committee
Registered person unique reference number	RP539970
Date of previous inspection	Not applicable
Telephone number	07951 268498

Brightlingsea Playcentre re-registered in 2017 following a change in registered status. The setting employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm and from 12.45pm to 3.45pm. A breakfast club is offered from 8.15am to 9.15am, and a lunch club operates from 12.15pm to 12.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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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