

# Leapfrogs Playgroup

Surestart Centre, Miers Avenue, Hartlepool TS24 9JQ



## Inspection date

10 July 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		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The procedure for assessing children's learning and development is not consistent or sufficiently rigorous. This means that some assessments of the age group that children are working within are not accurate.
- Information gained from assessments of children's development is not routinely used to inform planning to move them on to the next stage in their learning. This is particularly evident in relation to children's language and communication skills.
- The programme of staff continuous professional development does not include a focus on the quality of teaching. This results in the quality of teaching being inconsistent.
- Children do not have enough independent access to books to help further their interest in early literacy.

### It has the following strengths

- Children are cared for in a nurturing environment. They are happy and settled in the playgroup and enjoy the resources and activities available.
- Partnership working with parents and other professionals is good. This contributes well to the support that children with special educational needs and/or disabilities receive.
- An effective key-person system is in place and children form strong bonds with all staff. This helps to support children's self-confidence and emotional well-being.
- Children enjoy free access to outdoors, which helps promote their choice and independence and also their physical health and well-being.

## What the setting needs to do to improve further

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

	Due date
improve the procedure for assessing children's learning and development to ensure it is more consistent, rigorous and accurate	12/08/2019
use information gained from assessments of children's learning to effectively plan the next stage in their individual development, particularly in relation to children's language and communication	12/08/2019
extend the focus of continuous professional development to include the quality of teaching, in order to raise the standard of teaching and promote children's learning further.	12/08/2019

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

- ensure that children have easier access to a range of books.

### 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 completed a joint observation with the playgroup managers.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Elaine McDonnell

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a positive attitude towards professional development. They benefit from frequent discussions about their performance. They regularly update their safeguarding knowledge and understanding by completing relevant training courses. However, plans for staff professional development do not focus enough on raising the quality of teaching. Staff conduct regular risk assessments and ensure that children are cared for in a safe and secure environment. Children's independent access to books is limited, therefore their appreciation of books is not fully promoted. However, they are involved in a short adult-led story session each day.

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

The quality of teaching is variable. Staff evaluate and discuss how they might improve an activity in future, but they do not skilfully adapt and reshape activities to maintain children's interest. This results in some children becoming bored with an activity that is too difficult for them. Although children's progress checks are regularly completed by staff and are shared with parents, they are not always accurate. This means there is potential for emerging gaps in children's learning to be missed and some children may not receive early help or support if needed. Children are involved in a varied range of activities, both indoors and outdoors, which they thoroughly enjoy. However, the next steps in children's learning are not routinely planned for. As a result, some children's communication and language skills are not consistently promoted.

### Personal development, behaviour and welfare are good

Care practices are good and children form strong bonds with staff. Staff know the children well and eagerly wait for them to arrive. Arrival routines are adjusted to meet children's individual needs. For example, if children are initially unsettled, staff agree with parents that they can bring their child later when others have already arrived. This works well and children soon settle. Staff welcome other professionals into the setting to observe and assess children's additional needs. They then work together to ensure that children receive a consistent approach, for example, with the implementation of any exercises to support physical development. Children are well behaved. Behaviour is managed effectively and sensitively by caring staff. Staff also advise and support parents, so that children receive similar messages about positive behaviour.

### Outcomes for children require improvement

Because assessments of children's development are inconsistent, it is difficult to determine whether all children make good progress. Despite this, children are very settled in the nurturing environment. They manage their own personal care routines and develop independence that will help them with the move on to nursery school. They are learning to share, take turns and listen to instructions.

## Setting details

<b>Unique reference number</b>	EY548480
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10104313
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Sue Stothart and Tracy Stothart
<b>Registered person unique reference number</b>	RP526977
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07756797585

Leapfrogs Playgroup registered in 2017. There are currently two members of childcare staff working with children, both of whom have a relevant qualification at level 3. The playgroup opens from Monday to Friday, term-time only. Sessions are from 8.30am until 11.30am and then from midday until 3.45pm. There is no afternoon session on a Thursday. The setting is in receipt of funding to provide early education for two-year-old children.

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