

Inspection of Abington Vale PlaySchool

10 Bridgewater Drive, Bridgewater Drive, Northampton, Northants NN3 3AF

Inspection date: 6 November 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is not well supported by managers or staff. Managers and staff do not follow the setting's policies and procedures to protect children effectively and keep them safe.

Staff do not have high enough expectations for children's development. They do not use information well enough from assessments to inform their teaching interactions with children. Some children, who require additional support, are not identified by staff quickly enough. These children make slower progress from their starting points as a result. However, where staff have already identified a specific learning need for a child, staff provide focused activities to address this.

Children know the routines of the setting well, and show that they are happy and independent. They register their own attendance with their unique name badge and display this on the 'Mr Tickle' board. Children immediately find their friends and begin to play with the activities set out. Children display some good behaviours but some demonstrate a lack of focus in the activities available to them.

Children become engrossed in a parachute game and jump up and down in excitement. Staff bring this activity to life as they encourage children to use their imaginative skills. Children pretend they are running away from tigers and jaguars and reach for their drink bottles in their pretend back packs. This supports children's physical and creative development effectively.

What does the early years setting do well and what does it need to do better?

- Managers have not addressed the weaknesses in their safeguarding practice which have been previously highlighted to them. These remain breaches of the safeguarding and welfare requirements. Managers and staff fail to identify when to record their concerns about a child's welfare. They do not demonstrate sufficient knowledge to be able to respond to concerning information or identify and help children who may need support from other agencies.
- Staff invite people into the setting who help children to learn about different animals and broaden their experiences. Children are given the opportunity to carefully touch snakes and cockroaches. While taking part in the activity, they recall earlier stories about these animals. This supports children's skills in communication and language, and understanding of the world. However, children who require additional help are not given effective support by staff to participate in activities such as this. Staff do not make sure that their interactions with children are always purposeful.
- Managers make sure the environment is well resourced. They take into account all areas of learning when they plan activities for children. This means children

do have the opportunity to develop all necessary skills. However, sometimes staff do not interact with children effectively and children's learning is not well supported. For example, staff do not assist children when playing with threading pens. As a result, children become frustrated and throw the pens in anger.

- Staff do not always support children to look after their own personal care to prevent the spread of germs. For example, they do not remind children to cough into their own hands or to throw tissues away when they have wiped their own noses.
- Staff do not encourage children to understand about healthy food choices. While children are eating their packed lunch, staff do not intervene when they eat their 'treats' first and ignore other nutritious foods.
- Children pretend to make a birthday cake out of play dough. Staff encourage the children to talk about themselves and who is important to them in their lives, so they can sing 'Happy Birthday' to them. This helps children to begin to understand about celebrating significant events in people's lives.
- Staff do not make sure they have established effective relationships between other childcare settings children attend. As a result, staff do not find it easy to share or freely discuss important information about children's well-being or development.

Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff do not understand and implement their safeguarding policy and procedures. Their failure to identify and act on concerns about children means that children's safety and welfare are compromised. Staff also do not demonstrate a robust knowledge of being alert to wider safeguarding issues such as the 'Prevent duty guidance for England and Wales 2015'. However, managers and staff make sure that accidents that occur are managed and recorded effectively. Managers make sure that all staff working with children have a paediatric first-aid qualification.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure all staff understand the safeguarding policy and procedure and have an up-to-date knowledge of safeguarding issues so that they can identify and respond to signs of possible abuse at the earliest opportunity	27/11/2019
ensure that the lead practitioner knows how to identify, understand and respond appropriately to signs of possible abuse and neglect	27/11/2019
ensure all staff develop a secure knowledge and understanding of the 'Prevent duty guidance for England and Wales 2015' in order to identify children who may be at risk of being exposed to extreme behaviours or views	27/11/2019
implement arrangements to enable a regular two-way flow of information between parents and providers, when a child attends more than one setting, to ensure children's development and welfare needs are consistently promoted	27/11/2019
implement effective procedures to promote the good health of the children attending the setting, to prevent the spread of infection.	27/11/2019

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

	Due date
consider children's stages of development in order to plan challenging and purposeful activities	27/11/2019
strengthen the quality of staff interactions with children, so that they make the best of every learning opportunity, to extend and challenge children's learning.	27/11/2019

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

- help children to understand how to make healthy food choices, for example, during lunchtimes.

Setting details

Unique reference number	220115
Local authority	Northamptonshire
Inspection number	10072581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	38
Name of registered person	Abington Vale Playgroup Committee
Registered person unique reference number	RP522412
Telephone number	01604 603345
Date of previous inspection	21 April 2016

Information about this early years setting

Abington Vale PlaySchool registered in 1992. It employs six members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 or 3. The playschool opens on Monday to Friday during school term time only, from 9am until 3.30pm. It provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Caroline Clarke

Inspection activities

- The inspector completed a tour of the premises with the provider. They talked about how the provider organises the playschool, and the play and learning experiences they provide for children.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She completed a joint observation with the provider.
- The inspector spoke with staff and children during the inspection. She held a meeting with the provider and reviewed a sample of documents, including evidence of staff suitability.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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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