

Inspection of Herrick Playgroup

Lockerbie Avenue, Leicester, Leicestershire LE4 7NJ

Inspection date: 7 July 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children rarely engage in play or activities. They spend a significant amount of time drifting around the playgroup. When they arrive they are comfortable to enter but are unable to engage in play due to the poor organisation of resources and lack of interaction from staff. Children struggle to concentrate or participate in the group time story and singing session due to the constant disruptions from other children and staff. When children show an interest in certain activities or resources this is often restricted or over directed by staff and hampers children's enjoyment.

Children are not developing some of the skills they need in preparation for school. They rarely speak to each other or staff and, therefore, are not developing their communication and language skills. They continually play alongside each other, rather than together. Some children spend a lot of their time on their own and others lack the confidence to make their needs known. Children are not acquiring new skills or expanding their knowledge, due to the poor quality of education. Children are exposed to hazards in the environment as staff do not identify and minimise them.

Children show care towards others, for example, they help each other to put a dressing-up item on. They sit well at mealtimes. However, while children, generally, behave well, they do not always follow the rules for using the slide and sometimes throw sand due to the inconsistent support from staff.

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

- This is the third consecutive inspection where staff fail to demonstrate that they can meet the requirements of the early years foundation stage. There are repeat breaches of the requirements for failing to notify Ofsted of changes, managing children's behaviour, monitoring staff practice, and the planning of activities and support for learning. The management team has failed to identify weaknesses in staff practice and provide appropriate support. In addition, there were further breaches of the requirements identified at this inspection.
- Staff do not have a suitable knowledge and understanding of how to identify child protection issues and concerns. Risk assessments do not identify all potential hazards to children. Staff do not follow their own agreed procedures to ensure children's safety, for example, when they access the paved outdoor area. The management team are not recording the checks they have undertaken to verify staff identity, or ensuring they are thorough when undertaking other checks, such as references. Furthermore, the management team have failed to notify Ofsted of changes, such as to the manager or the opening hours.
- Staff do not manage children's behaviour well. They insist children follow their instructions. If children do not then staff remove a toy from the child, move the

child by the hand or pick them up and move them. This is particularly apparent for children who have special educational needs and/or disabilities (SEND). Staff fail to recognise that sometimes their instructions are not realistic or appropriate and that the children are not in any danger.

- Staff do not deploy themselves effectively. This is evident when children are collected. On most occasions, two or more staff involve themselves in the collection of one child, leaving the other children without any interaction. This happens frequently and has a detrimental impact on the support for children's learning and development.
- The management team do not demonstrate that they understand how to plan for children's learning and development. The curriculum fails to identify the knowledge and skills they want children to learn. They do not include all areas of learning and sometimes focus their plans solely on those children that are falling behind in their learning.
- Staff fail to provide appropriate support for children's learning. They mainly undertake a supervisory role where they stand and watch the children and make occasional comments. Group activities do not take into account the differing levels of ability of the children present, and due to the constant disruptions they become chaotic.
- The support for children with SEND is weak. Staff have unrealistic expectations of what some children can do and do not break this down into achievable targets. For other children, they encourage them to repeat the same activity without any extension to help them to build on their knowledge and skills. Staff work independently of each other and do not receive any support or guidance from the setting's special educational needs coordinator. Furthermore, staff do not ensure that the progress check at the age of two years is shared with relevant agencies to ensure children's needs are met.
- The partnership with parents and carers is not well established. Although staff share information about what children have been doing during the session, they do not ensure that parents and carers know what their child is learning currently or working towards.
- Staff provide healthy options at snack time. They encourage children to wash their hands at appropriate times to promote good hygiene. They provide activities that give children new experiences, such as learning how to care for pets.
- Staff have regular discussions with other settings that children attend to share relevant information. This includes when children transition to school or the school nursery so that the school staff are aware of children's needs.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a suitable knowledge or understanding of child protection. Risk assessments are ineffective. Staff fail to identify certain risks or ensure children's safety when they access the outdoor area or use the slide. Checks to establish the suitability of staff are not always recorded or thorough enough. The management

team do not recognise their responsibility to notify Ofsted, as the regulator, of any changes to their registration. The premises are secure and staff monitor the arrival and collection of children to ensure their safety at this time.

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
identify all risks and hazards, take steps to minimise these and ensure that staff understand and can follow the agreed procedures	08/07/2021
ensure that all staff can identify child protection issues and concerns	07/10/2021
improve procedures to check the suitability of staff and ensure that checks undertaken are recorded	07/10/2021
ensure that staff use appropriate methods to manage children's behaviour	07/10/2021
organise staffing to meet the needs of all children	07/10/2021
ensure that you plan and provide appropriate support for children with special educational needs and/or disabilities	07/10/2021
improve the partnership with parents and carers to ensure that they are aware of what their child is learning in order to provide consistent support	07/10/2021
ensure that staff understand and can implement the policies and procedures and that they offer quality learning and development experiences for the children.	07/10/2021

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure that the curriculum identifies what you want the children to learn and includes all areas of learning	07/10/2021
ensure that staff provide appropriate support for children's learning to help them to build on what they already know and can do	07/10/2021
ensure that you share the progress check at age two with relevant professionals to ensure children's needs are met.	07/10/2021

Setting details

Unique reference number	EY255108
Local authority	Leicester
Inspection number	10133077
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 at time of inspection	2 to 4
Total number of places	30
Number of children on roll	21
Name of registered person	Herrick Playgroup Committee
Registered person unique reference number	RP522523
Telephone number	07946 300097 + 07940 839373
Date of previous inspection	19 November 2019

Information about this early years setting

Herrick Playgroup registered in 2003 and is in Leicester. The playgroup is open each weekday from 8.40am to 11.40am and 12.30am to 3.30pm during term time. The playgroup offers a lunch club between 11.40am and 12.30am. It employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk. She observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff to discuss their understanding of the policies and procedures.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation, such as evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents and carers 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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