

Inspection of Little Dolphin Playgroup

TYLDESLEY RUGBY UNION FOOTBALL CLUB, Astley Street, Manchester M29 8HG

Inspection date: 18 February 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

A poorly designed curriculum and ineffective leadership have resulted in this setting failing to provide a safe environment where children can learn and thrive. Leaders fail to ensure that staff have the relevant training, knowledge and skills to ensure that children are kept safe. This is particularly in relation to paediatric first-aid qualifications and staff's knowledge of safeguarding. These breaches in legal requirements have a significant impact on the safety, well-being and personal development of children.

Children do not display positive attitudes towards their learning. This is because staff do not plan or implement activities well to meet children's individual learning needs and their differing stages of development. As a result, children lose engagement during activities and their behaviour deteriorates. Staff's expectations for children are not consistently high. Although children's experiences are a little different due to the COVID-19 pandemic, they have shown resilience as they adapt to changes. For example, parents do not enter the setting, but this does not faze children as they say goodbye with ease. They show a sense of belonging while attaching their name cards next to a picture of their key person. Staff build caring bonds with the children and show kindness towards them.

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

- Leaders have failed in their duties to adhere to legal requirements. They are too lax in ensuring that at least one member of staff holds a current first-aid qualification. In addition, leaders do not ensure that staff receive up-to-date training around safeguarding and child protection. This means that staff do not have an adequate understanding of how to protect children from harm or abuse. Children's safety cannot be assured.
- Leaders fail to provide children with a curriculum which meets their individual learning needs or stages of development. Staff do not adapt teaching to provide the appropriate support or challenge that children need. For example, they try to teach groups of children to count to numbers which far surpass children's prior knowledge. Staff cause misconceptions in children's learning, such as by confusing concepts of length and height. Sometimes, staff focus on other tasks rather than the children. These failings mean that children do not make sufficient progress in their learning. They do not gain the knowledge and skills necessary for their eventual move on to school.
- Leaders do not help staff to offer children quality learning experiences. For example, staff do not ask challenging questions or engage children in thoughtful conversations. They sometimes model vocabulary incorrectly. Staff do not demonstrate a clear understanding of how to support children's pre-writing skills. As a result, staff fail to promote children's developing communication,

language and literacy skills effectively.

- Gaps in children's learning do not close quickly enough, and staff do not always give children the necessary support to keep up. For example, expectations for children with special educational needs and/or disabilities (SEND) are too low. Staff are not always clear on their next steps in learning or how best to support them. Leaders are too slow to make referrals and put interventions in place. As a result, children with SEND do not make the progress of which they are capable.
- Hygiene practices are poor. Staff do not teach children to cover their mouths when coughing or wash their hands after wiping their noses. This has a negative impact on children's good health, as staff do not prevent infection from spreading. That said, staff encourage children to be independent. For example, children get their own water from the dispenser and use cutlery to eat a variety of healthy foods. They tidy their trays away after eating.
- Leaders and staff fail to manage children's behaviour consistently. For example, staff do not challenge children when they run indoors, or when they hurt other children. This means that children are not clear of what staff expect of them and do not develop a full understanding of what is right or wrong. Children ignore instructions from staff. They do not always learn how to behave in safe ways.
- Parents report that staff share information about their children's care and learning. However, leaders do not ensure that staff complete and share the progress check for children aged between two- and three-years-old. This means that staff do not quickly identify children who are at risk of delay.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail to ensure that staff have up-to-date training and knowledge in safeguarding and paediatric first aid. This has a significant impact on children's safety and well-being. Staff lack an understanding of safeguarding, such as knowledge of their responsibilities under the 'Prevent' duty. Children do not always learn how to behave safely. Having said this, the premises are secure. Robust recruitment and vetting procedures ensure that staff are suitable to work with children. Staff follow a code of conduct. They know the referral procedure, should they have concerns about children's welfare or the actions of a colleague.

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 that at least one person holds a current paediatric first-aid certificate and is on the premises at all times when children are present	25/03/2022
ensure that all staff understand safeguarding policies and procedures, and have an up-to-date knowledge of safeguarding, including the 'Prevent' duty	25/03/2022
ensure that hygiene practices are consistently understood and implemented by staff, to prevent the spread of infection and to promote children's good health	25/03/2022
ensure that staff give children clear and consistent boundaries, to help them learn how to behave well.	25/03/2022

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

	Due date
develop a curriculum for children which builds on their stages of development and progressively helps them to gain the knowledge and skills needed to support their readiness for school	25/03/2022
ensure that staff develop the skills and knowledge to consistently offer children quality learning and development experiences	25/03/2022
ensure that leaders complete referrals in a timely manner and put effective arrangements in place to support the learning of children with SEND	25/03/2022
ensure that staff complete the progress check for children aged between two- and three-years old and share this information with parents.	25/03/2022

Setting details

Unique reference number	EY471293
Local authority	Wigan
Inspection number	10218049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	18
Name of registered person	Furey, Angela
Registered person unique reference number	RP903206
Telephone number	01942882967
Date of previous inspection	21 January 2019

Information about this early years setting

Little Dolphin Playgroup registered in 2013. The playgroup employs five members of staff. Of these, three hold early years qualifications at level 3. The playgroup opens Monday to Thursday, 8am to 4pm, and Friday, 8am to 3pm, during term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact this had on children's learning.
- A joint observation was carried out by the inspector and the managers.
- The inspector held discussions with the management team, staff, parents, and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

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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