

# Inspection of Haywood Road Pre-School Playgroup

Community Centre, 46 Haywood Road, Mapperley, NOTTINGHAM NG3 6AB

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Inspection date:

28 February 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

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 safety and welfare is not assured. The provider has not provided Ofsted with information about all persons on the management committee in a timely manner. Therefore, the suitability of these persons has not been established.

Staff understand how children learn and develop. They plan experiences that help build further on children's knowledge. For example, staff show children a ruler and explain what it is used for. Children wait patiently until it is their turn to use the ruler with a pencil to draw straight lines. They play cooperatively and tell their friends 'I'm going to have a turn.' Children are creative. They confidently talk about the pictures they draw and objects they make. For example, when children use paper and glue, they say that they are making a castle. Children draw pictures and explain that it is a light and a clock. They listen well and follow instructions. When staff play music, children copy staff's actions to favourite songs and stop when they say 'freeze'. Children appear happy. For example, when they get their hands stuck in the sleeve of their coats, they laugh with staff. Children are excited to go with staff to the park. They laugh with their friends when they run to use favourite apparatus.

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

- The provider has not provided Ofsted with information about all members of the committee to enable suitability checks to be completed. These committee members take an active part in the running of the playgroup. For example, they are responsible for making decisions about how to keep children safe. This potentially puts children at risk.
- The manager knows where to seek further support for children with special educational needs and/or disabilities. This helps to ensure that children get the targeted support they need to meet their individual needs. Staff work with parents to implement development plans, for example, to support children's developing speech.
- The manager and staff know the children very well. They deliver the curriculum effectively to encourage children's development. One example of this is to support children's communication and language skills. Staff use words as well as sign language when they communicate with children. This is particularly beneficial for children who speak English as an additional language, as it helps them to understand what is being said.
- The manager supports staff and ensures their well-being. Staff attend supervision meetings to reflect on their practice. The manager uses additional funding to support staff to extend their professional development. For example, they attend relevant online training courses to secure their knowledge of how to support children's behaviour. Staff say that this helps them to encourage

children to manage any conflicts themselves.

- Staff keep parents informed of their children's achievements through, for example, meetings and sharing children's learning folders. They support parents to continue to support children's learning at home. For example, during the COVID-19 pandemic, a social media site was created to share ideas of activities. This includes encouraging parents to go on treasure hunts with their children.
- The manager and staff identify ways to improve experiences for children. Recent changes include providing extra space for children to join in small group times and craft activities. This enables children to sit, engage and concentrate without having any distractions.
- Staff encourage children to learn skills in preparation for future learning. For example, they encourage children to be independent. Staff ask children to help them to clean tables prior to having snack. Children use safety knives to cut up fruit safely for their friends.
- Staff provide children with plenty of opportunities to develop their physical skills, such as their balance and coordination. They show children how to hold out their arms to balance when they walk across beams. Staff challenge children's hand and eye coordination. For example, when children catch a ball that is thrown to them, staff gradually stand slightly further away. This encourages children to think about how to change the accuracy of their throwing and catching.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to ensure that individuals associated with the pre-school committee are suitable. However, all staff have Disclosure and Barring Services checks in place. The manager checks staff's ongoing suitability to work with children. Staff carry out daily risk assessments in the environment to ensure that it is safe for children to play. Staff attend training courses that keeps their knowledge current regarding safeguarding. They know the signs that may suggest a child is at risk of harm, abuse or radicalisation. The manager and staff know the relevant agencies to contact to report concerns about children's safety.

## What does the setting need to do to improve?

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

	Due date
ensure that Ofsted is provided with the necessary information to carry out suitability checks on all members of the committee that make up the registered body.	07/03/2022



## Setting details

<b>Unique reference number</b>	253214
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10072678
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Haywood Road Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP522870
<b>Telephone number</b>	01157468047
<b>Date of previous inspection</b>	4 February 2016

## Information about this early years setting

Haywood Road Pre-School Playgroup registered in 1969 and is situated in a community centre in Mapperley, Nottinghamshire. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and the manager who holds level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how she intends to implement the curriculum.
- The inspector 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 throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the setting with the inspector.

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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