

# Inspection of Sherborne Playgroup

The Old Telephone Exchange, Sherborne, Gloucestershire GL54 3DH

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Inspection date: 12 May 2022

## **Overall effectiveness**

**Inadequate**

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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**

Leaders do not have a sufficient understanding of safeguarding practice and they have not provided Ofsted with the necessary information to complete required suitability checks on all members of the committee. This compromises children's safety.

Weaknesses in staff's practice go unrecognised as leaders do not monitor the teaching of the curriculum effectively. They do not ensure staff support the individual learning needs of all children consistently well. At times, when children demonstrate enthusiasm and excitement to share their ideas, staff respond curtly. For example, at circle time, staff do not acknowledge children who try to join in with the discussion. Staff tell children to be quiet and wait their turn. When children become upset, staff do not respond with kindness and empathy, to better promote children's emotional well-being and motivation to learn.

Despite this, children are generally happy and explore the resources available to them. They benefit from fresh air and exercise throughout the day. Children enjoy riding around on bicycles and wheeled toys. They are considerate of those around them and are careful not to bump into their friends. Children develop strength in their muscles as they climb on apparatus. They are learning how to keep themselves safe. For example, when they walk to a nearby forest with staff, they learn to hold onto a rope to keep the group together. While at the forest, children learn not to touch or taste anything that may cause injury or illness. They adopt the rule, 'no pick, no lick'.

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

- Leaders do not have a sufficient understanding of safeguarding practice. They lack understanding of the indicators that may suggest a child is at risk of harm, and are not clear how to respond to a safeguarding concern. This has an impact on children's safety and well-being.
- Leaders do not have adequate oversight of the quality of the provision or their role as a registered provider. They lack the knowledge and understanding of their responsibility to ensure that all requirements of the early years foundation stage are met.
- Supervision arrangements are weak. Leaders do not monitor staff's practice adequately to help identify and support their professional development needs and raise the quality of teaching to a good standard. That said, staff report that they enjoy their role and have positive relationships with leaders and each other.
- Staff do not consistently support opportunities for children to express their own thoughts and ideas. For example, staff do not use art and craft activities to promote children's artistic and creative skills but focus on the end product,

rather than the skills children acquire during the activity. Staff provide children with the materials to use and show them how to make spring animals and insects, such as lambs and butterflies.

- Although children generally behave well, staff do not use appropriate methods to respond to changes in children's behaviour. When children struggle to regulate their feelings and display challenging behaviour, staff are overly directive and dictate how children should behave. They do not always give explanation to help children understand why their unwanted behaviour is not acceptable. For example, at snack time, they tell children, 'You are not having any food until you put your hands on your lap.'
- Staff support children to develop some independence and self-care skills, which helps them to be prepared for the next stage in their learning. Children manage their personal hygiene, such as learning to roll their sleeves up and wash their hands before mealtimes. They enjoy the snacks provided and serve themselves second helpings. Children use a spoon to scoop chopped fruit onto their plate. Staff encourage children to take responsibility for small tasks, such as taking their plate to the kitchen after snack.
- Staff help children to develop early literacy skills. Children are learning to recognise their name and are beginning to identify the initial sounds of words. For example, during group conversations at snack time, older children proudly announce 'w for witch'.
- Children have opportunities to learn about the world around them. They explore a nearby forest with staff, where they take part in a bug hunt. Children like completing a checklist to record the insects they have found. They confidently tell visitors, 'I found a spider on a shell!' Children begin to show an awareness of number. For example, they count accurately to identify the number of insects they have found so far.
- Staff establish positive partnerships with parents. They talk to them each day about children's care needs and the activities they have enjoyed. Parents comment on the wonderful staff team and state how much their children love attending.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders do not have a suitable understanding of safeguarding arrangements. They are unable to identify the signs and symptoms of abuse and are not clear on the action they would take if they had a concern about a child in their care. Leaders fail to provide Ofsted with required information about changes to the committee. This means suitability checks are not carried out for people who run the provision. This potentially puts children's safety at risk. Not all staff have a suitable knowledge to help them identify children who may be at risk of being exposed to extreme views and behaviour. The manager completes regular safety checks on the premises and before outings to ensure children play in a safe environment.

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

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

	<b>Due date</b>
ensure that those with responsibility for safeguarding children are trained to understand the safeguarding policy and procedures and know how to respond appropriately if a concern is raised about children's welfare	26/05/2022
ensure that those with oversight and governance improve their knowledge and understanding of their role and responsibility to meet requirements	26/05/2022
supply the relevant information to Ofsted so that vetting processes can be completed for all members of the committee, including the nominated individual, to ensure their suitability	26/05/2022
provide staff and managers with regular and effective supervision, support, coaching and training to improve their knowledge and skills and raise the quality of teaching to a good level	09/06/2022
ensure all staff manage children's behaviour in an appropriate manner.	09/06/2022

## Setting details

<b>Unique reference number</b>	101526
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10207247
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Sherborne Playgroup Committee
<b>Registered person unique reference number</b>	RP904610
<b>Telephone number</b>	01451844833
<b>Date of previous inspection</b>	5 October 2016

## Information about this early years setting

Sherborne Playgroup registered in 1993 and is located in Sherborne, Gloucestershire. It operates from 9am to 3pm, Monday to Friday, during term time. The playgroup employs three members of staff. Of these, two hold appropriate early years qualifications at level 2 and level 3. The playgroup is registered to accept funding for the provision of free early education for children aged two, three and four years old.

## Information about this inspection

**Inspector**  
Holly Smith

## 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 manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the manager carried out a joint observation of staff's practice.
- The inspector held discussions with members of the leadership team and the manager to evaluate the leadership and management of the provision.
- The inspector spoke to parents and took their views into consideration.

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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