

Inspection of St Mary's Osterley Playgroup

St Mary's Osterley Parish Centre, Osterley Road, Isleworth, Middlesex TW7 4PW

Inspection date:

12 May 2022

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

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The provider has not informed Ofsted of changes to the members of the management committee. This means that Ofsted is not able to complete the required checks on these members to ensure their suitability. The safety of children cannot be assured.

The quality of the experiences children receive is variable. Most children arrive happily and find their names to self-register, but others arrive upset and struggle to settle. Children do not receive the support they deserve from a key person to help them feel secure. Leaders have high expectations for children to become independent learners. However, staff do not offer enough emotional support or comfort to children who are new to the setting or have small accidents. Despite this, children demonstrate friendly behaviour towards each other. They offer reassuring cuddles when their friends become upset.

Children develop a love of books. They anticipate and call out the repeated phrases in a well-known story. Staff read to children in an engaging way that excites their interest. Staff carefully monitor children's speech development and provide an incremental approach to the introduction of new language.

Children enjoy the freedom to choose how to play. They become absorbed in covering items in play dough. Children have plenty of opportunities to be physically active. They enjoy spending time outdoors in the spacious garden. They develop strength as they climb the indoor climbing frame. However, children's use of the climbing frame is not monitored closely. Children do not hear important safety messages from adults to help them learn about managing risk.

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

- The organisation of the premises does not ensure children's safety. The deployment of staff is not effective. Staff do not recognise when some play activities need higher levels of supervision. For example, vegetables left for play in the home corner have been cut up and presented as food. The activity is not closely supervised and presents a choking hazard. Children do not learn important safety messages about the need to sit down while eating. Staff do not routinely record all accidents. As a result, parents do not know to monitor their children for injuries that may become apparent later in the day.
- Staff state that they feel well supported by their manager. They receive training to help them understand their roles. For instance, they take part in staff meetings to understand changes to the statutory frameworks that govern childcare. The manager ensures all staff are provided with copies of updated guidance to support them in their teaching practice. However, leaders do not

sufficiently monitor the effectiveness and impact of training. For example, all staff read and signed that they understood the updated safeguarding policy. However, at the time of inspection, they did not know about some of the risks that might have an impact on children's well-being, such as the risk of radicalisation.

- Leaders understand how to support children with special educational needs and/or disabilities. They work hard to identify concerns early and work with parents to put an individual plan in place for children who need it. Staff work well in partnership with other professionals, who they invite into the setting for meetings. This ensures consistency in approach for children and ensures their needs are met. The playgroup has recently received additional funding from the early years pupil premium. Leaders have not yet spent this money to support the children for whom it was intended.
- Children behave well and are developing an understanding of turn taking in their play. They understand the rules of the setting, such as 'good listening'. Consequently, children concentrate well during activities. They show pride in displaying their pictures and sharing their ideas with their friends during group time. They learn to label their own work with their names. Managers and staff plan activities based on themes and children's learning needs. For example, the manager ensures that play dough is available at every session because staff observed that children lack strength in their hands.
- Overall, partnerships with parents are good. Parents speak positively about their children's time at playgroup. They are happy and grateful for the help the staff have given them, for example to complete school applications. Parents feel well informed about their children's learning. They value the advice from staff to help them promote their children's learning at home. However, leaders do not seek the views of parents to inform their evaluation of the quality of the provision.

Safeguarding

The arrangements for safeguarding are not effective.

The manager, who is the designated safeguarding lead, does not have sufficient knowledge to fulfil her responsibilities. She does not know the correct procedures to follow should an allegation be made against a member of staff. She is unaware of safer recruitment considerations or how to make the necessary checks to ensure staff remain suitable. Children's safety is compromised. Leaders do not ensure that risk assessments identify the level of supervision for activities. Children are at risk of choking from poorly considered activities. Leaders do not make sure that all staff have a thorough knowledge of the safeguarding policy and procedures, including the routine recording of accidents. Not all staff understand the signs that may indicate a child is at risk of radicalisation. The provider has failed to notify Ofsted of changes to the individuals who are part of the playgroup committee.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
notify Ofsted immediately of changes to the playgroup committee	16/05/2022
strengthen the programme of professional development and support for staff, to identify gaps in their safeguarding knowledge, and monitor its impact on staff's understanding	26/05/2022
keep a written record of all accidents and ensure parents are informed of accidents on the same day or as soon as reasonably practical	16/05/2022
implement an effective key-person system so children new to the setting feel safe and secure	25/05/2022
ensure risk assessment identifies which activities require higher levels of supervision and deploy staff effectively	25/05/2022
complete suitability and vetting checks to ensure staff and committee members are suitable for their roles, and keep this information up to date.	25/05/2022

Setting details

Unique reference number	EY272624
Local authority	Hounslow
Inspection number	10138023
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	29
Name of registered person	St Mary's Osterley Pre-School Playgroup Committee
Registered person unique reference number	RP520875
Telephone number	07719731062
Date of previous inspection	4 February 2016

Information about this early years setting

St Mary's Osterley Playgroup registered in 2003. It is based in Isleworth, in the London Borough of Hounslow. The nursery opens five days a week, term time only. Sessions are from 8.30am to 2.30pm, Monday to Friday. There are six members of staff. All staff have relevant childcare qualifications from level 2 to level 5. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Elizabeth Shack

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 their evaluation of the provider.
- The manager completed a learning walk with the inspector to discuss the curriculum.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching and learning.
- The inspector had discussions with parents and took account of their views.
- The inspector sampled documents and discussed the manager's knowledge of the early years foundation stage.

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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