

Inspection of Holy Family Playgroup With Out Of School Clubs

Holy Family Church Hall, Links Road, Blackpool, Lancashire FY1 2RU

Inspection date: 27 April 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised, due to inconsistencies in the manager's and staff's understanding of safeguarding practice and procedures. The manager, who is also the designated safeguarding lead, does not have the appropriate skills and knowledge to fulfil the responsibilities of her role.

Overall, children behave well and are happy as they play with their friends. Leaders plan activities for children which cover the different areas of learning, but they are not sufficiently ambitious. Children are not routinely challenged in their learning. Staff monitor and assess children's progress and identify gaps in their learning. However, children's individual interests are not fully considered when planning activities or capitalised on by staff during play. Consequently, activities do not fully support children to achieve what they are capable of. In contrast, the needs of children with special educational needs and/or disabilities (SEND) are considered well. Staff have high expectations of these children, and they make progress from their starting points.

Children enjoy the outside area. They laugh as they chase each other around and peddle tricycles successfully. This supports children's physical development and overall well-being. Children learn about life cycles as they see how tadpoles change into frogs in their wildlife area. Staff remind children to be quiet and gentle as they observe. This helps to support children's understanding of nature and the world around them.

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

- The manager and staff's safeguarding knowledge and understanding is poor. Despite the manager attending some training, for example, around the 'Prevent' duty, she still lacks a robust understanding. This means that children's safety and welfare is not ensured.
- Staff appraisals, supervisions and training are not consistently implemented to ensure a high quality of education. The manager and staff understand the different areas of learning and what children need to learn in readiness for the next stage of their education. However, they rely mainly on historic training to support their teaching practice. This means that not all staff fully understand the different ways in which children learn and develop.
- Creative activities provided for younger children do not give them the opportunity to express themselves. For example, children are given limited paint colours and directed to paint a flag. Young children are given cars and a ramp but little input from staff means that their thinking skills are not extended. This hinders children's abilities to explore their own ideas.
- The manager and staff do not fully support children to understand about the

similarities and differences between themselves and others. Although children learn about some celebrations, such as Easter and Diwali, staff do not find out about different cultures of all children attending the setting. This does not help children to understand how they are unique or to fully prepare them for life in modern Britain.

- Children are happy to join in with the activities on offer and do make progress in their learning. Activities for older children support them in developing some of the skills they will need in readiness for their move on to school. For example, staff encourage children to hold pencils correctly. Children are proud of their creative achievements and smile as staff take photos of them with their work.
- Older children's language and listening skills are supported as they listen attentively to stories. Staff ask children questions about the story to check their understanding. This also supports children's literacy skills.
- Children with SEND receive an appropriate level of support. Staff work with other professionals to ensure that children's individual needs are supported effectively. The manager and the special educational needs coordinator have a good level of understanding about their roles regarding children with SEND. They spend additional funding on one-to-one support for individual children, which children clearly benefit from.
- Children eat healthy meals and snacks. Older children help to chop the vegetables for their lunch. Children capably use cutlery and pour their own drinks. This helps to support children's developing independence skills.
- Staff share information with parents about their children's day. Parents comment favourably about what their children enjoy doing at playgroup. They attend with their children for shortened settling-in sessions since the COVID-19 pandemic. This helps parents to feel involved when their children are starting at playgroup.

Safeguarding

The arrangements for safeguarding are not effective.

The manager's attitude towards safeguarding is poor. She has not acquired the skills and knowledge needed to fulfil her role as the designated safeguarding lead. She does not ensure that staff have a thorough understanding of all areas of safeguarding, including the 'Prevent' duty. Not all staff understand what to do if they are concerned about the behaviour of a colleague. That said, the manager and most staff do understand the signs and symptoms of abuse. They know the procedure to follow if they are concerned about the welfare of a child. The manager understands about county lines and why this is a concern in the local area.

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
ensure that all staff have a robust understanding of the safeguarding policy and procedure, including the 'Prevent' duty	20/07/2022
ensure that the designated safeguarding lead has the training, skills and knowledge to fulfil the role.	20/07/2022

To further improve the quality of the early years provision, the provider should:

- improve the arrangements for the supervision, coaching and mentoring for the manager and staff to raise the quality of education to a good level
- provide children with further opportunities to learn about difference and similarity and to begin to understand how they are unique to prepare them for life in modern Britain.

Setting details

Unique reference number	2506604
Local authority	Blackpool
Inspection number	10214967
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	50
Number of children on roll	127
Name of registered person	Holy Family Playgroup And Out Of School Clubs Partnership
Registered person unique reference number	2506603
Telephone number	01253595762
Date of previous inspection	Not applicable

Information about this early years setting

Holy Family Playgroup With Out Of School Clubs registered in 2019. The provision employs nine members of childcare staff. Of whom, four have an appropriate early years qualification at level 6 and five have qualifications between level 2 and level 5. The manager has early years teacher status. The playgroup opens from Monday to Friday term time only. Sessions are from 8.30am until 5.30pm. The out of school club operates, term time, from 7.45am until 9am and from 3.15pm until 5.30pm. A holiday club opens during most school holidays for children from two years of age. The provision provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk and tour of the setting and discussed the curriculum.
- The inspector spoke to staff at appropriate times throughout the inspection.
- Children spoke to the inspector about what they enjoy doing at playgroup.
- The manager and the inspector conducted a joint observation of teaching practice.
- Parents spoke to the inspector and their views were taken into account.
- A sample of documentation, such as staff's qualifications and training certificates, were viewed and taken into account.
- The inspector observed teaching practice, routines and care practices throughout the inspection.
- The inspector discussed safeguarding practice and procedures with the manager and all members of staff present at the inspection.

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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