

Inspection of Pagham Playgroup

Pagham Church Centre, Nyetimber Lane, Pagham, Bognor Regis, West Sussex
PO21 3JT

Inspection date: 14 July 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children are not safeguarded effectively during their time at the setting. Child welfare concerns are not appropriately recorded, monitored or reported to the relevant child protection agencies within required timescales. The repeated breaches in requirements of the early years foundation stage impact significantly on children's welfare and safety.

Most children enter the setting eagerly. They happily self-select activities of interest and spend long periods of time engaging in play. Children are keen to share their experiences and ideas with others. They chat together about the activities and what they have been doing outside of the setting.

Children behave well. Behaviour expectations are clear and consistent. As a result, children follow the rules with ease. For example, they recognise hand signals which indicate a change in routine. When staff put their arm in the air, children stop what they are doing without further prompt. They raise their hand and listen as staff tell them what they are going to be doing next.

Children use their imagination as they play in the garden. They take the staff on an imaginary trip to the zoo. They see tigers in the climbing frame and consider what animals might eat from the tall trees. Staff use open-ended questions to challenge children's thinking. They learn new vocabulary, such as 'reverse' as they drive their cars. However, not all children receive the same quality of support and interactions to develop their communication skills. This includes children with English as an additional language and those who have special educational needs and/or disabilities. This means not all children make good levels of progress from their starting points.

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

- Leadership and management arrangements are not effective in making the necessary improvements. The manager does not use supervision to identify training needs and improve staff's knowledge and skills sufficiently. As a result, not all staff are clear about their roles and responsibilities. This includes those who have a lead role for safeguarding. Staff have attended some training since the last inspection. However, this has not improved their knowledge in specific areas of practice.
- The manager and staff do not use assessment consistently well. They fail to identify and action potential gaps in children's development swiftly enough. This includes delays in children's speech and language. Consequently, not all children receive the early help they need to make good progress in all areas of learning.
- Children have opportunities to learn about the world around them. They use

streamers in the garden and discuss how the wind moves the ribbon. Children grow their own food, such as tomatoes, strawberries, potatoes and cucumbers. They show great interest as they harvest, cook and eat vegetables they have grown. They learn about life cycles as they hatch caterpillars and take pictures of each stage of metamorphosis.

- Children benefit from regular fresh air as they enjoy their outside area. They develop their gross-motor skills as they use their feet to move sit-in cars. They push vehicles on the floor. They challenge their balance and coordination as they climb. They transport water from one area to another and discuss the direction and speed in which the water is flowing.
- Staff use lots of opportunities to incorporate number and simple mathematical concepts. For example, they point out items on children's clothing and count to correspond items up to the value of 20. They identify shapes during play. Children use available number lines independently to identify the number of elephants they have found in the garden. Although there has been some improvement to the quality of teaching, the inconsistencies means that not all children benefit fully from the experiences on offer.
- Staff promote the development of social skills well. They effortlessly draw children into each other's play, particularly those who are less confident. This helps children build meaningful friendships. Older children confidently invite friends into their play. They share and value each other's ideas. They recognise when their friend needs help and offer support. For example, a child finds moving a car with their feet difficult. Another child recognises this and gives him a push start. They then take turns to push each other and celebrate each other's successes.
- Parents report that they are happy with the care and education their children receive while at the setting. They have opportunities to speak with the manager and staff daily and receive information about their children's progress. Staff have established links with local schools and other settings. This provides consistency and supports children as they transition to their next stage in learning.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not have an appropriate overview of children of concern and lacks awareness of agency involvement for individual children. The designated safeguarding lead does not have sufficient knowledge and understanding of their role and responsibilities. They do not recognise potential child welfare concerns and report these in a timely manner. In addition, records relating to child protection are incomplete and poorly monitored. Staff do not have a clear understanding of local safeguarding partnership policies and procedures and have failed to report concerns about children's welfare and allegations against staff to the appropriate agencies. The safeguarding policy is not up to date and does not reflect local safeguarding partnership guidance. This means children are at risk of significant harm.

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
update and implement safeguarding policies and procedures, ensuring these reflect the local safeguarding partnership guidance, so that staff have up-to-date information on how to respond to and report child welfare concerns and allegations to the appropriate agencies without delay	05/08/2022
ensure the designated safeguarding lead has the required knowledge to fulfil the role with confidence, providing staff with support, advice and guidance on all safeguarding matters	05/08/2022
ensure all staff, including the designated safeguarding lead, have an up-to-date knowledge of safeguarding issues, including the 'Prevent' duty and county lines, and understand the safeguarding policy and procedures to ensure children's safety	05/08/2022
ensure all allegations are appropriately managed and reported to the relevant agencies within required timescales	05/08/2022
implement effective systems to ensure all staff, including the designated safeguarding lead, have the required knowledge and skills to fulfil their individual roles and responsibilities	05/08/2022
implement supervision and monitoring arrangements to ensure weaknesses in practice are identified and addressed through coaching, support and training, which promotes continuous improvement	05/08/2022

ensure all records, including those relating to child welfare, are appropriately managed, maintained and shared with the statutory agencies	05/08/2022
ensure children's sensitive information and records are stored appropriately and confidentially, and can be viewed on request.	05/08/2022

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

	Due date
ensure assessment is used effectively to identify and respond to potential gaps in children's learning without delay	01/09/2022
improve staff knowledge of early communication, so they have the skills required to support all children, including those with English as an additional language, to make good progress.	01/09/2022

Setting details

Unique reference number	113628
Local authority	West Sussex
Inspection number	10232858
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	26
Name of registered person	Powell, Jean
Registered person unique reference number	RP512050
Telephone number	07706 388 801
Date of previous inspection	4 March 2022

Information about this early years setting

Pagham Playgroup opened in 1970. It is situated in Pagham Church Centre, in Pagham, West Sussex. The playgroup operates between 9am to 4pm Monday and Friday, and from 9am to midday Tuesday to Thursday, during school term time only. The playgroup is in receipt of funding for the provision of free early education for children aged three and four years. The playgroup employs five members of staff; all are qualified to level 3 or above.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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