

Inspection of Jigsaw Playgroup (Burscough)

Orrell Lane, Burscough, Ormskirk, Lancashire L40 0SG

Inspection date: 7 July 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

The quality of education is poor. Children do not have suitably challenging learning experiences that interest and engage them. As a result, they are not making the progress they are capable of. The educational environment lacks excitement and fails to inspire or capture children's curiosity. For example, the 'big build' area is poorly equipped and fails to engage children in their play. At times, children lose interest in the activities provided due to the lack of stimulation and poor teaching. Consequently, the children wander around the room looking for something else to do.

Children's health is compromised due to poor hygiene practices. There is no soap provided in the children's bathroom, which increases the risk of cross-contamination. Furthermore, staff are not positive role models. For example, they do not consistently clean their hands after wiping children's noses. During the inspection, a child asked a staff member, 'Are you going to wash your hands too?' The staff member replied, 'No, they will only get more dirty as the day goes on'.

Following the COVID-19 pandemic, parents have returned to entering the building at drop-off times. Children are a little unsettled at first but they are genuinely happy to see the warm, friendly and caring staff team.

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

- The manager and staff are not clear in their understanding of what they want children to learn. Activities are poorly implemented because they do not plan and consider the individual skills they want each child to learn. Consequently, activities are not matched to children's stage of development, which hinders their learning and progress.
- Staff do not ensure that all areas of the setting are clean and fit for purpose. For example, the tables, which children use for activities, are not cleaned with detergent or antibacterial spray before snack time. Drinks are not readily available or accessible to children. This means their basic needs are not met, especially non-verbal children and those with special educational needs and/or disabilities (SEND), who are unable to communicate their needs. During the inspection, the manager confirmed that she was waiting on an order of soap made two weeks previously. As a result, children have been left without any soap to wash their hands.
- The manager identifies children who require additional help and she actively seeks support from outside agencies. For example, the manager meets with the inclusion teacher who provides programmes of support to help staff meet the needs of children with SEND. However, the manager does not ensure that the children receive this identified support on a daily basis. As a result, children with

SEND are unsupported and not making the progress they should.

- Some children have their dummies for the entire session, which does not support their communication and language development. The children are left to wander around the room with their belongings and staff offer little interaction. Instead, they allow children to watch films on the computer. This means children are at risk of falling further behind in their development.
- Children benefit from lots of opportunities to develop their physical skills. Older children are happy to show off their physical skills of hopping and jumping. The children climb the slide with ease in the outside area, shouting to friends, 'Look, I am higher'. Some staff interact with the children and introduce new words, such as 'star jump' and 'press up'. This means children are able to hear new vocabulary.
- Older children are able to give meaning to their marks as they paint, for example saying, 'This is you'. However, quieter children stand back and watch, flit between activities or sit alone. Although staff are kind towards children they do not engage them in any meaningful learning.
- Parents receive daily communication about their children's day. However, not all parents receive information about their child's learning and development and how this can be extended at home.
- Staff have completed some online training to help support their professional development and practice. However, this has failed to improve the quality of education and the learning experiences they provide for children. This does not support children's learning or progress.
- Overall, leadership and management of the playgroup are poor. Leaders do not monitor staff practice effectively to ensure staff understand their roles and responsibilities. Self-evaluation of the playgroup is not effective because leaders fail to identify key weaknesses. This combination of weaknesses has a detrimental impact on children's care, learning and education.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have some understanding of the most common signs and symptoms that may indicate a child is at risk of harm. However, not all staff demonstrate a clear knowledge and understanding of the correct procedures to report concerns regarding the conduct of another adult. Furthermore, some managers and staff do not have a secure understanding of how to make referrals beyond the leadership team if necessary. Despite weaknesses, leaders implement robust procedures for safer recruitment to ensure that all staff are suitable to work with children. The setting also has effective practices in place to keep children safe when accessing the internet on the computer or tablets.

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 staff and managers are fully aware of the procedures to follow in relation to all child protection matters	04/08/2022
ensure children have access to soap when washing their hands	04/08/2022
ensure fresh drinking water is accessible and available for all children	04/08/2022
promote children's good health by ensuring that staff and managers implement effective practices at all times	04/08/2022
ensure that all children access a curriculum that meets their individual learning needs	04/08/2022
provide support to managers and staff to help them improve knowledge and understanding of how children learn and develop.	24/08/2022

Setting details

Unique reference number	EY480746
Local authority	Lancashire
Inspection number	10231274
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	24
Number of children on roll	24
Name of registered person	Community Council of Lancashire
Registered person unique reference number	RP910295
Telephone number	01704 896612
Date of previous inspection	7 September 2016

Information about this early years setting

Jigsaw Playgroup (Burscough) registered in 2014. The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The playgroup opens Monday to Friday, during term time. The playgroup offers wraparound provision from 8.30am until 9am, and midday until 1pm. Playgroup sessions are from 9am until midday, and 12pm until 3pm. Children attend for a variety of sessions. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Bonney

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 provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of the education and its impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation, such as staff suitability checks.
- The inspector spoke to staff and managers during the inspection.
- The inspector held a leadership and management meeting.
- The manager led the inspector on a learning walk, discussing the early years curriculum.

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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