

Inspection of Kingswood Village Playgroup

Wickwar Road, Kingswood, Wotton-under-Edge, Gloucestershire GL12 8RF

Inspection date:

21 October 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

Good

What is it like to attend this early years setting?

The provision is inadequate

The manager does not ensure that all staff have a sufficient understanding of safeguarding practice. Some staff are not aware of all safeguarding issues that can affect children or what to do if they have concerns about the conduct of a colleague. This means children's safety is not assured. Not all children make the progress they are capable of, particularly those with special educational needs and/or disabilities (SEND). Staff's expectations of what children can achieve are not high enough. They do not implement the support children need or refer to other professionals when they notice delays in development. Moreover, they do not engage effectively with parents to discuss and address gaps in children's development. This means that not all children reach their full potential or are well prepared for the next stage in their learning, including school.

Children happily come into the setting and explore the interesting resources that staff provide. They show delight in group activities, such as 'parachute' games. They show curiosity when exploring natural resources, including pumpkins and conkers. Although staff provide an interesting curriculum, staff teaching is inconsistent. Some staff engage children in learning well, while others do not. Weaknesses in staff practice are not addressed by the manager. As a result, children do not gain the full benefit of the curriculum. Despite this, children behave well. For example, they display good manners, such as saying 'excuse me' when waiting to talk to staff.

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

- Some staff do not know how to escalate their concerns or the procedures to follow should they have concerns about the conduct of a colleague. Furthermore, they do not have awareness or a secure understanding of the risk to children from radicalisation. This compromises children's safety.
- The manager meets with her staff as a team. She encourages them to reflect on the provision for children and welcomes their ideas. However, supervision for staff does not focus sufficiently on weaknesses in staff practice. Staff are not monitored closely enough to identify where they need support.
- Some staff interact well with children. They use techniques to extend children's learning and broaden their vocabulary. However, some staff teaching lacks focus and direction for children. Not all staff are skilled in recognising or seizing opportunities to challenge children's learning. This means that children are not getting the full benefit of the learning opportunities that staff provide for them.
- Children settle in well and are eager to play. An effective key-person system helps children to form trusting relationships with staff. However, some children, including those with SEND, do not receive the support they need. This is because staff do not seek timely advice from outside professionals or refer to

them to get children the support they need to progress. This means some children do not reach their expected levels of development before they leave to go to school.

- Parents say they are happy with the care their children receive. They comment positively on the interesting play opportunities children have. They say that staff are supportive to children and communicate well with them via the online application. However, staff do not share developmental concerns with parents. This prevents discussions on how children could be further supported.
- Children have opportunities to develop and practise independence skills. Staff encourage children to serve themselves food and pour their own drinks. This helps children to build useful skills for the future.
- Staff promote healthy lifestyles and good hygiene routines. They offer fresh fruit at snack time, and children have access to drinking water throughout the day. All children wash their hands before they begin playing and before eating. They have ample opportunities to be active and practise their physical skills. Staff support children to notice the effects of exercise on their bodies, encouraging them to feel their raised heartbeat. This all helps to promote their good health and well-being.
- Children have meaningful opportunities to learn early maths skills. For example, at snack time, staff provide cards that say how many pieces of fruit children can take. Children recognise the numeral and say, 'I can have 4'. Staff encourage children to work out simple number problems. For instance, they ask, '1 more than 3 is?' Children excitedly respond with '4!'

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a secure enough understanding of the child protection risk factors, particularly those related to the risk from extremist views. This means that children are not fully protected. Furthermore, the manager does not check that staff understand all policies and procedures, including whistle-blowing and the actions to take should they need to escalate concerns about the conduct of a colleague. Nonetheless, staff can recognise some signs and symptoms of when a child may be at risk of abuse and know who their designated safeguarding lead is within the setting. The manager monitors the ongoing suitability of staff by asking them to sign an annual declaration.

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
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ensure all staff improve their knowledge of the 'Prevent' duty guidance and know what to do should a child be at risk of radicalisation or extreme views	07/12/2022
ensure staff have the appropriate knowledge and understanding of the correct procedures to follow should they have concerns about the conduct of another member of staff	07/12/2022
ensure children with SEND are well supported, and refer to outside professionals as early as possible to ensure their best possible outcomes	07/12/2022
ensure that the information staff share with parents about children's progress includes any concerns about developmental delay so that actions can be agreed and/or external support sought	07/12/2022
strengthen arrangements for the supervision and coaching of staff to identify and address weaknesses in practice	07/12/2022
improve the quality of teaching to ensure all children are consistently challenged and that their learning is extended effectively to help them make the best possible progress.	07/12/2022

Setting details

Unique reference number	101729
Local authority	Gloucestershire
Inspection number	10234034
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	20
Name of registered person	Kingswood Village Playgroup and Toddlers Committee
Registered person unique reference number	RP519866
Telephone number	01453 843 862
Date of previous inspection	3 November 2016

Information about this early years setting

Kingswood Village Playgroup registered in 1992. It is run by a committee of parents. It operates from two rooms in the village hall in Kingswood, Gloucestershire. It opens on Monday, Tuesday, Thursday and Friday, during school term time only. Sessions are from 9.15am until 1pm. The playgroup employs five members of staff, including the manager, of whom three have early years qualifications at level 3, one is unqualified, and one holds qualified teacher status. The playgroup receives government funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Michelle Grayling

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 provider.
- The inspector spoke to parents and took their views into consideration.
- Both the inspector and manager carried out a joint observation of staff teaching and evaluated it together.
- Discussions were held between manager and the inspector to evaluate the leadership and management of the setting.
- The inspector scrutinised a range of documents, including staff records, paediatric first-aid training certificates and information on the suitability of staff.

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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