

# Inspection of Cromford Playgroup

Methodist Church, Water Lane, Cromford, Matlock, Derbyshire DE4 3QH

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Inspection date:

21 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

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

Leaders do not follow their own risk assessments to ensure that unchecked staff are not left unsupervised with children. For example, at times, children are left with a member of staff before their suitability and vetting checks are complete. This means the suitability of this staff member cannot be assured and potentially places children at possible risk of harm.

Despite this weakness, children enjoy the carefully planned activities and experiences on offer. Children are eager to learn, and they fully engage in play and show high levels of concentration. Children develop a love of books. Staff read stories with interest and enthusiasm and use their voice well to engage children in the book. Staff use props such as real pumpkins to bring the story to life, as they read about a character's love of all things pumpkin. Children join in the story and shout 'abracadabra' as a pumpkin is turned into a helicopter.

Overall, children settle well. On arrival, they know where to place their lunch bags and hang up their coats. Some children seek out staff for cuddles and reassurance. The staff are kind and respectful. However, they do not always provide words for children to name and understand how they are feeling.

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

- Staff talk with parents to find out about children's development. They use children's interests and what they want them to learn next to create a suitable curriculum that is linked around the changing seasons. For example, for the autumn season, staff provide resources, such as conkers, stones and pinecones, collected during local walks. This supports children's interest as they learn about the natural environment.
- Leaders carry out risk assessments. However, these are unsuccessful in minimising risks to children. This is because they do not follow the identified steps to ensure that children are not left alone with staff whose suitability is not assured. Leaders do not fully understand the context of 'unsupervised contact with children' and only consider the possible risks associated with nappy changing.
- Staff have acted upon recommendations from the last inspection. They provide many opportunities for children to learn mathematics. While making play dough, children learn about quantities and measurements. For example, they measure how much water they need and count out the spoonfuls of flour. While preparing a snack, children count how many slices of banana they have and consider if they have enough for everyone.
- The staff know the children well. They build upon and widen their opportunities and experiences. For instance, they make use of the local post office and shops.

Children develop a strong sense of community and learn about where they live. Staff maximise children's learning outdoors. They visit nearby woodland to explore the outdoor area. Children learn about rules and boundaries. This helps to keep them safe and feel secure. Staff involve children in identifying dangers by undertaking a 'risk walk.' This supports children in managing their own risks and thinking about solutions.

- Children enjoy nutritious snacks. They learn about the impact of healthy food on their bodies. For example, staff explain how drinking milk helps to keep their bones and teeth strong. Staff extend this conversation and link it to children's experiences of keeping their dog's teeth clean and healthy as well as their own.
- Staff identify a need to support some children's communication and language development. They use assessments to find out where children need support. However, when children are upset, staff are caring and nurturing, but time is not spent helping children to recognise their feelings and emotions.
- Children behave well. They show care and consideration for one another. During imaginative play, a child puts her arm around her friend and smiles as they pretend to take a photo. Another child hugs their friend and says, 'I love you', as they wait to go outside to play. Children learn to take turns as they encourage each other to have a go at stirring the play dough mixture.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not implement robust procedures to ensure that children are not left with a member of staff whose suitability has not been confirmed. This compromises children's safety and well-being. Nevertheless, staff know who to contact should they have a safeguarding concern. They understand signs of abuse, including female genital mutilation, and indicators of radicalisation or extremism. The premises are secure at all times. Staff are vigilant in ensuring that the door is locked. This prevents children from leaving unsupervised or unauthorised people from entering the playgroup. Staff implement procedures to ensure that children are only collected by authorised people.

## 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 staff whose suitability has not been confirmed do not have unsupervised contact with children	31/10/2022

ensure that measures identified in risk assessments are fully implemented to ensure the safety of children.	31/10/2022
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**To further improve the quality of the early years provision, the provider should:**

- strengthen support for children to build on their understanding of feelings and emotions.

## Setting details

<b>Unique reference number</b>	206753
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10234311
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Cromford Playgroup Committee
<b>Registered person unique reference number</b>	RP911544
<b>Telephone number</b>	07905 937371
<b>Date of previous inspection</b>	6 December 2016

## Information about this early years setting

Cromford Playgroup registered in 1990 and is located in Matlock, Derbyshire. The provision employs nine members of staff. Of these, five hold appropriate early years qualifications at level 2 or 3. One member of staff holds early years teacher status and three staff are unqualified. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mel Walker

## 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 her evaluation of the provider.
- The inspector completed a joint observation with the deputy manager.
- The deputy manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke with staff and children during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to two parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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