

Inspection of Plant-Pots Playgroup

Great Park Community Centre, Roseden Way, NEWCASTLE UPON TYNE NE13 9BD

Inspection date: 14 October 2022

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

There are breaches in the safeguarding and welfare requirements. Managers do not follow up or refer concerns that they are aware of regarding children's safety and well-being. They also do not inform the relevant safeguarding authorities in a timely manner. Managers do not monitor staff's knowledge and understanding effectively. This means that managers are not able to quickly identify or address weaknesses in staff's knowledge and understanding.

Despite these weaknesses, children form warm and trusting relationships with staff. The quality of education is good. Staff take time to get to know what children can do and plan for their next steps in learning. Staff provide activities which are exciting and interesting. Children delight as they choose a tray from a workstation, each containing a different 'life-skill' task. For example, they pair socks, pour drinks or set the table. All children, including those children with special educational needs and/or disabilities, make good progress. Children's behaviour is good. Staff are positive role models for children and have high expectations. For example, all children join in with the 'attention' song as they proudly stand in line to play outside.

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

- There are a number of failings in relation to the leadership and management of the setting. The manager is relatively new to her role. The provider has failed to provide her with the support or induction she needs to fully understand her role and responsibilities. Also, managers do not make sure that staff understand all policies and procedures. For example, some staff are unable to explain how they assess risks to keep children safe. This compromises children's safety.
- The provider has failed to ensure that those staff with lead responsibility for safeguarding in the setting understand their duty to liaise with statutory agencies, particularly in the event of an allegation being made against a member of staff, or a concern about a child. As a result, staff have not followed the required procedures. For example, the manager has internally reviewed potential safeguarding issues without external support from relevant agencies. This does not safeguard children effectively.
- The manager clearly explains her curriculum and how children benefit from the Montessori philosophy. Staff share this vision and promote it well in their practice. They check children's understanding, asking each child questions in turn during activities. For example, staff ask children to re-count the number of sea creatures when they miscount during a game. This supports children to build on their counting skills accurately.
- Staff provide activities to promote children's well-being. Children enjoy activities such as yoga. They enjoy using their imaginations to tell a story, which staff link

to different yoga poses. This helps to increase children's balance, strength and coordination.

- Children learn through exploratory play and by following their interests. Staff encourage a can-do attitude and motivate children to be independent problem-solvers. For example, children work out independently that they must find a smaller spoon when a larger one will not fit into their jar, as they try to scoop out their rice during play.
- Children are supported to develop their independence skills. They chop their own vegetables at the open snack bar, using special cutters. As children chop pieces of cucumber and carrot, staff discuss and develop children's understanding of a healthy diet.
- Staff encourage children to make decisions. For example, they help children to place suggestions of what they would like to do in a 'listening box'. Staff ask children about their choices during group time. Children share their views and those of their friends. This supports children's personal development and social skills.
- Parents speak positively about the setting. They express how much their children enjoy attending. Parents feel well informed through information shared via an online app and during daily discussions. They speak about the flexibility which leaders and staff provide for them.
- The special educational needs coordinator is knowledgeable and works very well with parents and the local authority to put specific plans in place. This helps to ensure that all children make progress.

Safeguarding

The arrangements for safeguarding are not effective.

The management team does not manage child protection concerns in the setting effectively. The provider has not ensured that any gaps in the manager and staff's knowledge around safeguarding are identified and plans put in place to address these. The majority of staff are, however, aware of the most common signs and symptoms that children may be at risk of harm. They make an effort to note these and do share them with managers. However, managers do not take reasonable steps to ensure that any concerns are discussed with relevant safeguarding agencies. Staff who are trained to provide paediatric first aid are available at all times when children are present.

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 that the manager and staff receive effective induction, training and supervision to help them to understand and implement effective risk assessments to keep children safe	23/01/2023
ensure that the designated safeguarding leads and staff have a secure understanding of the setting's safeguarding policy, with particular regard to reporting concerns about a child or an allegation against a member of staff.	23/01/2023

Setting details

Unique reference number	EY477860
Local authority	Newcastle upon Tyne
Inspection number	10236367
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory 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	63
Name of registered person	Mcqueen, Tamasine Louise
Registered person unique reference number	RP903221
Telephone number	0191 2368196
Date of previous inspection	6 March 2017

Information about this early years setting

Plant-Pots Playgroup registered in 2014 and is situated in Great Park Community Centre in the Great Park area of Newcastle upon Tyne. It follows the Montessori educational philosophy. The setting is managed and run by a private provider. The setting employs 11 members of staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one member of staff with a level 5 qualification. The setting opens during term time from 9am to 3pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Crumpton

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 viewed the provision and discussed the safety and suitability of the premises.
- The area manager, manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and area manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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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