

Inspection of Uley Under 5s Playgroup

Uley Village Hall, The Street, Uley, DURSLEY, Gloucestershire GL11 5SJ

Inspection date: 18 November 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

Weaknesses in the leadership and management of the setting have a significant impact on children's safety. Leaders have not provided Ofsted with the necessary information required to check the suitability of all committee members. They have also failed to notify Ofsted of changes to the nominated individual. The quality of education children receive is not consistently good. Not all children are fully supported to make the best possible progress. This is because staff do not always plan a curriculum that provides children with the challenge they need to help maintain their concentration and engagement.

Despite this, children arrive happy and are greeted by the warm and caring staff. They choose their play from a selection of different resources that staff know will interest them. Staff sit alongside children to support and encourage their play. Children display a sense of belonging. They understand the daily routines and come together for group circle time. Children make choices about the songs and rhymes they would like to sing. They develop a sense of responsibility as they volunteer to take on daily roles. For example, children choose if they would like to be the tambourine shaker or would like to complete the daily safety check.

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

- The management committee does not have a suitable knowledge and understanding of its role and responsibility to inform Ofsted of changes to the committee and/or the nominated individual. As a result, Ofsted has not been provided with the information required to check the suitability of all individuals associated with the setting.
- The manager demonstrates clear intentions for the setting's curriculum. This reflects children's interests and builds on what they already know and can do. However, leaders and managers do not ensure that staff share the same knowledge or the skills required to implement the curriculum effectively. This means children are not supported to make the best possible progress.
- Staff are not provided with the support and coaching they need to ensure they have the skills and knowledge required to deliver an effective curriculum. They do not deliver the curriculum in a way that helps children to develop positive attitudes to learning. For example, when children lose interest in an activity, staff do not adapt their teaching to re-engage children and help them to be motivated to learn.
- Staff speak positively about their role and hold the manager in high regard. The manager has worked at the setting for many years and aims to provide a positive early years experience for all children in preparation for school. However, the manager is not supported by leaders. She does not receive effective supervision and struggles to manage her workload. For example, she

reports that she completes large amounts of work at home in her own time, which is beginning to affect her well-being.

- Staff support children's early mathematical knowledge and understanding. They introduce the vocabulary of size, such as 'big' and 'small', as children play with the toy cars and garage. Staff support children to solve problems for themselves. For example, when the cars get stuck because they are too big for the track, staff encourage children to find a car that fits better.
- Children generally behave well. On the occasion when they do display undesired behaviour, such as throwing a car, staff are calm in their approach. They sensitively explain the consequences of throwing a toy and tell children that this may cause it to break. This helps to support children's understanding of staff's expectations for behaviour.
- Staff support children's understanding of the wider community. Children benefit from opportunities to visit places of interest in the community, such as the local church. They form positive relationships with teachers and pupils at the local primary school. Staff take children to various events, such as the harvest festival celebration and nativity play. This helps children to become familiar with other members of their community.
- Parents speak highly of the setting and staff. They feel informed about children's learning and development and state that staff are attentive to children's individual learning needs. Parents value the time staff take to speak with them at drop-off and collection times, as well as regular telephone calls to discuss children's progress and the allocation of funding.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety is not assured. Suitability checks are not carried out for individuals who run the setting. Leaders and managers fail to implement effective recruitment procedures for staff. Although they have a safer recruitment policy, they do not follow this. Prospective staff are interviewed without leaders and managers checking they have the qualification and experience necessary for the role. However, the manager and staff complete regular safeguarding training and are able to identify the signs and symptoms that may indicate a child is at risk of harm. They are able to outline the steps they would follow to escalate a concern. The manager completes regular safety checks on the premises to ensure children play in a suitable environment.

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 Ofsted is supplied with the relevant information so vetting processes can be completed for all committee members, including the nominated individual, to ensure their suitability	02/12/2022
ensure those with oversight and governance improve their knowledge and understanding of their roles and responsibilities to meet requirements	02/12/2022
provide the manager and staff with effective supervision, support, coaching and training to promote their well-being, improve their knowledge and skills, and raise the quality of teaching to a good level	02/02/2023
ensure safer recruitment policies and procedures are fully understood and implemented to help assess the suitability of staff.	02/12/2022

Setting details

Unique reference number	101520
Local authority	Gloucestershire
Inspection number	10234027
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	14
Name of registered person	Uley Under 5s Playgroup Committee
Registered person unique reference number	RP906644
Telephone number	07896 587983
Date of previous inspection	23 November 2016

Information about this early years setting

Uley Under 5s Playgroup registered in 1993. It operates from Uley Village Hall, in a rural location on the outskirts of Dursley, Gloucestershire. The playgroup is open from 8.30am to 1pm on Mondays and from 8.30am to 3pm on Wednesdays, Thursdays and Fridays, during term time. It is closed on Tuesdays. The playgroup employs three members of staff including the manager. Of these, one holds a level 7 qualification, one holds a level 6 qualification and one holds a level 3 qualification. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

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 manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the activities and intentions for children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector and the manager carried out a joint observation of staff's practice.
- The inspector held discussions with the members of the committee and the manager to evaluate the leadership and management of the provision.
- The inspector considered the views of parents spoken to during the inspection.

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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