

Inspection of Cullercoats Methodist Church Playgroup

Cullercoats Methodist Church, Broadway, Cullercoats NE30 3LJ

Inspection date:

7 December 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 provider and manager have failed to provide staff with the necessary training and support to ensure they keep their knowledge and skills up to date. They have not identified that there are weaknesses in staff's safeguarding knowledge. Staff do not manage children's behaviour well enough. Children running around and toys left lying on the floor have an impact on children's safety and welfare.

Children do not make the progress of which they are capable. Staff do not use children's learning needs or stage of development to plan activities. Some activities lack appropriate levels of challenge because of this. This hinders the progress children make. For example, some children lose interest in large-group activities, such as storytelling, because they are not appropriate for their stage of development.

Despite the weaknesses, children are happy in the playgroup. They happily leave their parents and pick something that they want to play with. Older children begin to play alongside each other.

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

- Staff do not always help children to understand the behavioural expectations of the playgroup. There are too many occasions when children put themselves and others at risk. Staff do not help children to learn the importance of putting toys away. As the session progresses, toys left all over the floor lead to a disorderly environment. In addition, staff do not notice children running around the room. During the inspection, children ran around the room and slipped on toys that had been left on the floor. This has an impact on children's safety.
- Staff know children and recognise what they are interested in. They know what they want children to learn. However, they do not use this information to plan suitably challenging activities. Staff do not consider children's individual needs or stage of development when planning activities. Some activities lack appropriate levels of challenge because of this. For example, staff plan a Christmas craft activity. However, the activity is not challenging enough for older children, who manage the activity easily. They quickly become bored and leave the activity without finishing it. Children do not make the progress they should.
- Staff supervision is not effective. The provider and manager do not provide effective support, coaching and training for staff. For example, the manager fails to identify or address weaknesses in teaching. Staff have only attended mandatory training. While some staff have attended training in other roles, this has not had an impact on practice in the playgroup. In addition, the provider has not fostered a culture of mutual support to encourage the confidential discussion of sensitive issues. For instance, the provider is not aware when staff have

changes to their health and medication that may affect their suitability.

- Partnerships with parents and other providers are not effective enough to ensure that there is a consistent two-way flow of information between the playgroup, parents and other providers that may be involved with the children. Parents do not always know what their children are working on in the playgroup. In addition, staff do not always find out whether children attend other childcare providers. This means that staff are not able to work in partnership to meet children's individual needs and extend their learning.
- Children enjoy selecting books and looking at them with staff. Younger children enjoy listening to staff read the books they select. Older children concentrate well as they count the caterpillars on the page. Staff explain the text to children, which helps children to develop their literacy skills.
- Staff give clear messages to children regarding health and hygiene. For example, they help children to blow their own noses and teach them the importance of washing their hands afterwards or before eating. Staff support older children as they begin to use the toilet or potty.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not ensured that staff have appropriate training to help them identify all possible signs of neglect and abuse, particularly in relation to the 'Prevent' duty guidance and female genital mutilation. This means that staff's knowledge in this area is weak. Issues in relation to behaviour compromise children's safety further. However, the manager and staff know what they would do if they had concerns about children's welfare. At times, staff supervise children well. For example, they supervise children carefully as they enter the playgroup, and doors into the room are bolted. This means children cannot leave unattended.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff understand and identify the signs of abuse, particularly with regard to female genital mutilation and the 'Prevent' duty guidance	12/01/2023
ensure staff make behavioural expectations clear to children and provide consistent reinforcement of the rules and boundaries	12/01/2023

consider the individual needs, interests and development of individual children and use this information to plan challenging and enjoyable experiences for all children	12/01/2023
provide training, coaching and support to all staff to ensure practice continues to improve and to enable the discussion of sensitive issues	12/01/2023
enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.	12/01/2023

Setting details

Unique reference number	310232
Local authority	North Tyneside
Inspection number	10263311
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	21
Name of registered person	Cullercoats Methodist Church Playgroup Committee
Registered person unique reference number	RP911657
Telephone number	0191 251 5801
Date of previous inspection	27 April 2017

Information about this early years setting

Cullercoats Methodist Church Playgroup registered in 1999 and is located in North Tyneside. The playgroup employs four members of childcare staff who hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until 11.30am. The playgroup is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 their evaluation of the provider.
- The manager showed the inspector around the playgroup room and other parts of the building accessed by the playgroup. She explained how she organises the curriculum.
- The inspector observed children playing and evaluated the impact on children's learning.
- The manager evaluated an activity with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The manager showed the inspector a range of documents, including those relating to staff suitability.
- The inspector spoke to parents to gather their views on the playgroup.
- The manager talked to the inspector and explained how she manages the playgroup and how she keeps children safe.

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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