

Inspection of St Paul's Peel Playgroup

St Pauls Peel Church Hall, Manchester Road West, Little Hulton, Manchester,
Lancashire M38 9EA

Inspection date: 11 January 2023

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

Children's safety is not assured in this playgroup. The designated lead for safeguarding fails to respond to concerns about children's safety. They do not report concerns to the relevant agencies. Furthermore, they do not keep records in relation to concerns. Additionally, not all staff have a good understanding of 'Prevent' duty. This means that children are not adequately safeguarded.

There has been a significant decrease in the quality of the playgroup since the last inspection. Children do not benefit from an ambitious and exciting curriculum that supports their individual learning. Staff's expectations of what children can achieve are often too low. This results in staff providing learning opportunities that are boring and lacking in sufficient challenge. For example, children soon tire of a threading activity and wander away. Children are reluctantly brought back to the activity by staff, but they are disengaged in their learning.

Despite these weaknesses, staff have developed positive relationships with children and their families. Most children settle into playgroup happily and enjoy playing alongside their peers. The premises are kept safe and secure. Staff complete risk assessments of the play areas. This helps to minimise the risk of accident and injury to children.

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

- The manager has put in place a curriculum. Despite this, it is not well understood by staff. Staff do not understand what they are teaching children and why. For example, staff provide bicycles and scooters for children to play with. However, they do not know what skills to teach individual children to enable them to learn how to operate the equipment. Therefore, children's learning is incidental.
- Staff plan learning opportunities that lack ambition. For example, children make play dough. However, staff take the control of measuring and pouring out the ingredients. This means that children do not learn when they have the right amount of flour or water. Children are not learning to solve problems. This impacts negatively on children's readiness for school.
- Children's attitudes towards their learning is not always good. For instance, at story time, children play with toys, wander around, and roll on the floor. Rather than manage this behaviour, staff stop the activity. Children are not encouraged to develop their listening and attention skills. This hinders children's progress and development in all areas of their learning.
- Staff's support for children to become independent is inconsistent. At snack time, children learn to use tongs to serve fruit. Staff encourage children to put on their own coats to play outside. However, at lunchtime, staff open all

children's packed lunches and food containers. When children are getting changed, staff place children's feet back in their wellington boots. This means that children are not making the progress they are capable of.

- Staff do not teach children about healthy lifestyles. Too often, packed lunches and drinks are unhealthy and inappropriate. Children do not learn which food and drinks support their good physical health. In addition, staff do not support parents effectively to make healthy choices for packed lunches. Nevertheless, children are taught to brush their teeth daily at the playgroup.
- Hygiene arrangements do not support children's healthy development. Children can easily pick up used nappies when they are toileting. Some staff have not been provided with effective support or training that ensures hygiene requirements are maintained.
- The manager has failed to identify the weaknesses in the provision. Performance management has not been rigorous enough to identify the weaknesses in teaching and learning. Subsequently, the manager has not put in place professional development opportunities that improve the quality of education.
- Parents and carers are happy with the service provided. They know who their child's key person is. Parents appreciate the communication they receive from them regarding the activities their child completes at playgroup. However, they do not understand what the staff are teaching their child. This means they are not clear as to how they can further support their child at home.

Safeguarding

The arrangements for safeguarding are not effective.

Despite accessing mandatory safeguarding training, staff do not have sufficient knowledge and understanding of a broad range of safeguarding issues. Specifically, they are not aware of the signs and symptoms that may mean a child is at risk of harm. For example, staff do not know the signs that may indicate a child or family is at risk of radicalisation. The designated lead for safeguarding does not follow the policy and procedures. Therefore, concerns about children's safety are not reported in an appropriate or timely manner.

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 the designated leads for safeguarding and all staff understand the safeguarding policy and procedures and respond to any concerns in a timely and appropriate way	08/02/2023

ensure the designated leads for safeguarding and all staff have up-to date knowledge of safeguarding issues	08/02/2023
support parents in making healthy choices for their children's packed lunches	08/02/2023
implement effective behaviour management strategies so that all children can benefit from the learning opportunities provided	08/02/2023
ensure that staff's knowledge of the areas of learning and understanding of how children learn improves rapidly	08/02/2023
ensure the curriculum intent is clear and all staff understand what they are teaching children and how best to meet their individual development needs.	08/03/2023

Setting details

Unique reference number	307568
Local authority	Salford
Inspection number	10264542
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 3
Total number of places	23
Number of children on roll	22
Name of registered person	Tomlinson, Karen Marie
Registered person unique reference number	RP512298
Telephone number	0161 703 8700
Date of previous inspection	19 June 2017

Information about this early years setting

St Paul's Peel Playgroup registered in 1998. There are five members of staff who work directly with the children. Of these, one holds an early years qualification at level 4 and two hold level 3. The setting is open each Monday, Tuesday, Wednesday and Friday, from 9am to 1pm, during term time only.

Information about this inspection

Inspector
Lois Hulley

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 and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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