

# Inspection of Fledglings Playgroup

23 Inner Park Road, Wimbledon, London SW19 6ED

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Inspection date: 20 January 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The learning and development experiences for children are poor. Since the last inspection, there have been several changes to the management team. This has had a negative impact on the overall quality of this playgroup. Children's learning needs are not met. This is because staff are unable to identify when children are in need of support. Staff do not carry out required assessments quickly enough to help them to assess children's learning and development. This means that children with special educational needs and/or disabilities (SEND) do not receive any early intervention and gaps in their learning and development are widening. Children who speak English as an additional language have poor communication and language skills in both their home language and English.

Children's attitudes to learning are poor because staff do not have high expectations of what children can achieve. Children receive minimal opportunity to share their ideas or make their own choices because adult-led activities are too structured and rushed. Although children enjoy commenting on what is being read to them during focused activities, staff do not extend their learning. Contrarily, staff ignore children's comments and tell them to find themselves something to play with. Some children are not challenged enough to build on their learning. Children fail to thrive due to the lack of support at the playgroup.

The manager has recognised that the COVID-19 pandemic had a negative impact on children's communication and language development. However, the current educational programme for communication and language does not do enough to bridge these gaps. Therefore, children are not making the progress that they are capable of.

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

- The new manager has not yet developed any arrangements for staff support, training and supervision to help them to develop the skills that they need to support children. New staff receive poor induction training. This means that they are unable to carry out their roles effectively. For example, they are unsure what to do if they have a concern that children are not developing within expectations. Therefore, early help from other professionals is not sought.
- Staff have a poor understanding of how to support children's learning and how to plan a broad curriculum that gives children the knowledge and skills that they need for the next stage in their development. Current arrangements for assessing children's learning are ineffective. The manager and staff are unclear about what they want individual children to learn. Instead, they provide generic resources for children to play with each day.
- Staff do not support children to develop their language and vocabulary. Some

staff are unaware of their key children's home languages. Children do not have opportunities to hear or use their home language in their play and learning. Staff do not support children's language development at home. Consequently, children are not ready for their next stage in learning.

- There are many occasions when staff do not take children's ideas or interests into consideration. For example, staff direct children on what they can trace at the writing table and what writing resources they can use. Therefore, children are not developing their creative skills and imaginations.
- Although the key person engages with parents to gain basic information about children when they first start, staff do not work effectively thereafter to share children's progress in their learning and development at the setting or home. This does not ensure consistency in children's development.
- Children develop some independence skills. For example, they learn to take their coats off and put their belongings away themselves. They learn some hygiene routines and engage in regular handwashing practices. Children have opportunities to be physically active, and show good control and coordination of their large movements. For example, they enjoy obstacle courses, master their skills on tricycles, and learn to keep safe.
- Despite the weaknesses, children form positive relationships with staff, who are kind and caring. Children seek comfort and reassurance from their key person when they are tired or hurt. This shows that they have developed bonds with staff. Children generally behave well, share and respect each other's differences. They enjoy painting, and learn to recognise colours, shapes and numbers.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has a poor knowledge and understanding of what their responsibility is in meeting requirements for notifications. Current arrangements for induction training, staff supervision and ongoing training are ineffective. Consequently, early help for children is not accessed to meet children's individual needs, particularly those with SEND. This has a significant impact on children's development. The manager failed to identify that staff need to complete food hygiene training when they handle food. This means that staff do not have up-to-date knowledge of how to prevent cross-contamination and protect children's health. That said, staff have an adequate knowledge of the potential signs and symptoms of abuse, and how to correctly report concerns about the welfare of children.

## What does the setting need to do to improve?

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

	Due date
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ensure that induction training for new staff supports them to understand their roles and responsibilities; and provide ongoing support, training and supervision for staff to help them to develop strong teaching skills and improve the quality of education	20/02/2023
ensure that all staff who handle food receive food hygiene training to keep children healthy and safe	20/02/2023
ensure that there are effective arrangements in place to support children with special educational needs and/or disabilities to help them to achieve their best potential	20/02/2023
ensure that information-sharing with parents keeps them informed about their child's learning and progress and promotes consistency in children's learning and development	20/02/2023
ensure that those responsible have a thorough knowledge and understanding of their role and responsibility in meeting the requirements	20/02/2023
ensure that staff support children who speak English as an additional language to hear and use their home language in their play and learning, and support their language development at home	20/04/2023
ensure that the educational programme for communication and language helps children to build foundations and essential vocabulary to gain secure communication and language skills	20/04/2023
plan and implement a broad, good-quality curriculum to help children to build on their current knowledge and skills and prepare them well for the next stage of learning	20/04/2023

ensure that arrangements for assessing children's progress help to identify gaps in children's learning, and implement measures to bridge these gaps promptly.	20/02/2023
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## Setting details

<b>Unique reference number</b>	123103
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10234123
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Childcare and Business Consultancy Services
<b>Registered person unique reference number</b>	RP517647
<b>Telephone number</b>	020 8788 7734
<b>Date of previous inspection</b>	9 March 2017

## Information about this early years setting

Fledglings Playgroup registered in 1992 and is one of many settings managed by Childcare and Business Consultancy Services (CBCS). It is located in St Paul's Community Centre in Wimbledon, in the London Borough of Merton. The playgroup is open each weekday during term time from 9.30am to 12.30pm. The playgroup receives funding for free early education for children aged two and three years. The playgroup has three members of staff. The manager holds an early years qualification at level 3 and one staff member holds an early years qualification at level 2.

## Information about this inspection

### Inspector

Katarina Hustava

## 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.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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