

Inspection of Chapel-En-Le-Frith Playgroup

Scout Headquarters, Thornbrook Road, Chapel-En-Le-Frith, High Peak SK23 0LX

Inspection date: 27 April 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

The provider does not ensure that staff have adequate knowledge of safeguarding processes. She also does not consistently carry out safe recruitment checks on new staff to ensure their suitability to work with children.

Staff with key-person responsibilities are not always fully aware of their role. This means that children's individual needs are not fully supported, and there are missed opportunities for newer children to form close bonds and attachments with adults in the setting. Despite this, children are happy and settled at the playgroup. They know the routine and separate quickly from their parents at the door. During group discussions, older children confidently share their news from home. Children smile as they take part in a group-time activity, talking about the weather and singing about the days of the week.

Children generally behave well. They demonstrate good manners using 'please' and 'thank you' without needing to be reminded by adults. Older children enjoy taking part in a range of activities, such as using magnifying glasses to explore minibeasts and playing a group game of matching bingo. However, at times, younger children spend long periods flitting from one area of the playgroup to the next. They are not provided with appropriate activities to support their developmental stage and are expected to sit and wait for long periods between activities. This impacts on the progress they make in their learning and development.

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

- Staff working with older children know what they can do and what skills they want them to learn next. They understand what children need to be able to do before they go to school and support this through meaningful interactions. For example, staff use open-ended questions to skilfully extend children's communication. However, not all staff are confident in the curriculum for younger children. They are not sure how to support the development of two-year-olds and, as a result, activities provided for these children are not consistently stimulating and engaging.
- Some staff are unsure of which children are in their key-person group. This has a significant impact on the progress that these children make. For instance, when asked about a key child's interests and next steps in learning, some staff are unsure of what their key children already know and how to continue to support their development. This results in key persons not supporting children's individual needs effectively and this limits children's progress.
- Inconsistencies in staff knowledge and practice mean that assessment is not always accurate, and children do not all receive the same quality of support. For example, where some children are showing delayed communication and

language skills, staff are not using assessment to accurately determine how significant the delay may be. They have not considered what they need to do next to address this. As a result, children's progress is limited.

- Parents are happy with the service they receive. They speak highly of the provider and the staff. They receive regular communication about what their children enjoy doing and what they are currently working on. Parents talk about the importance of the playgroup to the community and how well staff prepare their children for the transition to school.
- Staff carry out regular risk assessments to ensure the indoor and outdoor environment are safe for children. They carefully supervise children and encourage them to recognise and manage their own risks during play. For example, during outdoor play, staff stand nearby and encourage children as they practise their balancing skills on a wobble board. They remind children how to safely use equipment, such as bats, balls and musical instruments.
- The provider ensures staff complete mandatory training, such as safeguarding. However, she has failed to ensure that staff have understood the training that they have received and are confident to put the training into practice.
- Staff attend annual appraisals to discuss their practice and training needs. However, although the provider has identified weaknesses and inconsistencies in staff practice and knowledge, she has not yet put support in place to address the weaknesses in a timely manner.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have completed safeguarding training. However, the provider fails to check on the knowledge they have gained. For example, not all staff can recognise the signs and symptoms of the different types of abuse or know how to report any concerns they may have to external agencies. Staff are not confident in their duty to report concerns about the conduct and suitability of other staff. Safer recruitment processes are not robust. Although the provider ensures all staff have Disclosure and Barring Service checks in place, she has not carried out thorough checks, such as checking references and employment history to ensure that staff are suitable to work with 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 all staff understand safeguarding procedures, including the different types of abuse and what action to take should they have concerns about a child's welfare	31/05/2023
ensure all staff understand what action to take should they have concerns about the suitability or conduct of another member of staff	31/05/2023
implement safer recruitment processes to ensure the suitability of all staff working with children	31/05/2023
ensure an effective key-person system is in place where staff can build a strong knowledge of their key children	31/05/2023
provide staff with training, support and coaching to improve their understanding of child development and increase the effectiveness of assessment.	31/05/2023

To further improve the quality of the early years provision, the provider should:

- improve routines to reduce the waiting times between activities for all children, but especially the youngest children
- improve staff's understanding of the curriculum for younger children in the setting so staff are aware of what they want children to learn and how to support their next steps.

Setting details

Unique reference number	EY367564
Local authority	Derbyshire
Inspection number	10263369
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 4
Total number of places	28
Number of children on roll	20
Name of registered person	Chapel-En-Le-Frith Playgroup
Registered person unique reference number	RP902507
Telephone number	07749765297
Date of previous inspection	28 April 2017

Information about this early years setting

Chapel-en-le-Frith Playgroup, based in Derbyshire, registered in 2007. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Gardner

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 inspector observed the interactions between staff and children.
- The provider and inspector carried out a learning walk to discuss the provision.
- 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 talked to staff at appropriate times throughout 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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