

Inspection of Kingston Park Playgroup

Kingston Park Community Centre, Brunton Lane, Kingston Park, Newcastle Upon Tyne, Tyne and Wear NE3 2SW

Inspection date:

10 May 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 committee has a poor understanding of its responsibilities. The committee has failed to ensure that all staff and committee members are suitable for their roles. This impacts on the safety of children. Committee members do not understand their responsibilities in supporting the manager to ensure high-quality care and learning. Children do not show high levels of engagement when playing inside. This is because staff do not find out enough information to plan for children's interests in the playgroup. This impacts on the behaviour of some children.

Despite the weaknesses, children come into the playgroup happily. They leave their parents happily and greet staff with enthusiasm. Children develop good relationships with each other. An example of this is when three-year-old children beckon their friends to come and join them in an activity. Children develop good relationships with staff. They enjoy talking to staff about their experiences. Children play in the home corner alongside staff and talk to them about what they like to eat or what they have had for their breakfast. Other children like listening to stories with staff. They particularly enjoy playing circle games.

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

- The committee does not ensure that staff are suitable to fulfil their roles. Committee members have failed to follow all safer recruitment procedures when appointing staff. Although enhanced criminal records checks are obtained, the committee has not obtained references from previous employers. In addition, the committee has not ensured that the necessary suitability checks on all committee members have been completed prior to their involvement in the appointment of staff. This impacts on children's safety and well-being.
- The manager does not receive high-quality support from the committee. Although the new nominated person has introduced supervisions for the manager, these are not yet sufficient to help her to improve the practice in the playgroup. The committee has failed to follow her advice regarding the safer recruitment of staff or improvements that can be made. This limits the manager's ability to ensure the playgroup continuously improves.
- Staff do not always focus sufficiently on children's age or stage of development or interests when planning activities in the indoor environment. For example, younger children are given colouring sheets that are too difficult to complete given their stage of development. This means that children sometimes become distracted, which results in children running around.
- Staff do not consistently manage children's behaviour well. Not all staff remind children of the expectations in the playgroup. This results in some children running around, which distracts other children. Nevertheless, staff make good use of opportunities to remind children to share toys and resources, and

disagreements of this nature are quickly resolved.

- The manager communicates with settings prior to children leaving to join school or nursery. However, she has not yet considered ways in which to establish regular communication with other providers when children attend more than one setting. This limits her ability to work in partnership with other providers to support children's care and learning.
- Staff talk to parents at the end of the session about what their children have been doing. Parents like the stay-and-play sessions because they can talk about where their children are in their learning. However, not all staff can talk about what their key children like doing at home. This limits staff's ability to plan for all children's interests.
- When staff do plan activities that match children's stage of development, they concentrate well. Children thoroughly enjoy playing in the compost and sand. They fill and empty containers and mix the sand and compost together. Children concentrate well for long periods of time. Staff support children's learning as they talk to them about what they are doing and demonstrate how children can hear the sea in the shells.
- Staff help children to develop an awareness of healthy lifestyles. For example, they teach children to wash their hands before eating. They serve healthy drinks and snacks, such as fruit, water or milk. Children have opportunities for fresh air and exercise as they play outside. This contributes to children developing an understanding of how they can support their health.
- The manager provides effective support to staff to help them to improve in their roles. She provides new members of staff with good support to help them to understand how they can improve their practice.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in relation to the recruitment of staff impact on the safety of children. However, the manager has good induction procedures in place for staff. Staff ensure that the premises are safe. For example, doors into the playgroup room are securely locked. The manager and staff have good procedures in place to check the identity of anyone coming to collect children. They have a good understanding of the signs and symptoms that may indicate that a child may be suffering from abuse. The manager and staff know the local procedures to follow if they have a concern about the welfare of a child.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure safe recruitment procedures are understood and followed, including the completion of checks for people working or volunteering with children	16/06/2023
provide effective support for the manager and staff to ensure practice improves	16/06/2023
ensure children's behaviour is consistently managed appropriately	16/06/2023
maintain communication with other providers that children attend, to ensure there is regular communication relating to children's learning and development.	16/06/2023

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

	Due date
use children's age and stage of development, as well as their interests, to ensure planned activities provide challenging and enjoyable learning experiences	07/07/2023

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

- gather more information from parents about children's interests at home and use this information to plan for individual children's learning.

Setting details

Unique reference number	319226
Local authority	Newcastle upon Tyne
Inspection number	10285613
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	22
Name of registered person	Kingston Park Community Association Committee
Registered person unique reference number	RP911559
Telephone number	01912869825
Date of previous inspection	12 October 2017

Information about this early years setting

Kingston Park Playgroup registered in 1992 and is located within the community centre at Kingston Park, Newcastle. The playgroup employs four members of childcare staff. Of these, one holds an early years qualification at level 4. The playgroup operates term time only, Monday to Wednesday. Sessions are from 9.30am to 12.30pm. The playgroup provides 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 and explained how she organises the provision.
- The inspector spoke to parents and gathered their views on the playgroup.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The manager evaluated an activity with the inspector.
- The inspector observed children playing and evaluated the impact on their learning.
- Members of the committee, including the nominated individual, met with the inspector.
- The manager showed the inspector a range of documentation, including those relating to staff suitability.
- The inspector met with the manager to find out how she manages the playgroup and 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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