

Inspection of Get Along Gang Playgroup

Concorde Youth Centre, Kingsmead Way, London E9 5PP

Inspection date: 17 July 2023

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

Children's safety is compromised. Managers and staff do not assess risks to children effectively enough, both inside and in the garden. For example, children can easily open the doors to the playgroup hall, letting visitors and staff in and out. This means risk assessments are not secure and staff do not teach children how to keep themselves safe, which puts children's safety at risk. Staff do not ensure that all hazardous items in the garden, such as empty cans, bottles and used food containers, are removed before children arrive. Additionally, the gates in one corner of the garden are not securely locked. These gates lead directly onto a busy public pathway and open fields.

Despite these weaknesses, children enjoy some good interactions with adults. Children with special educational needs and/or disabilities (SEND) are supported by their key person during focus time. Staff follow children's individual education plans so that activities and care are tailored to individual children's needs. This enables children to be included in daily, targeted interactive play sessions. However, this time is limited and not consistently applied throughout the session. Staff show some awareness of how to promote children's language and communication. For example, they sing familiar songs and read stories to children. However, these activities are random and short. This is because staff do not know how to engage children's attention and focus for longer periods. Furthermore, staff do not manage children's behaviour effectively, resulting in children becoming distracted and disengaged during their play. Staff do not plan effectively, particularly for older children to ensure that they are suitably challenged and engaged in purposeful play.

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

- Staff do not plan effectively for all children's individual learning needs and interests, to motivate them to learn. They do not provide age-appropriate sufficient challenges, particularly for older children to help them to make good progress in their learning. Some children wander and run around aimlessly in the playgroup hall. This said, children have the confidence to access the toys and resources available and lead their own play. However, many of the toys available are either broken or have missing parts, and some do not work because their batteries have run out.
- Overall, the quality of teaching and assessment is variable. This means that children do not make the good progress they are capable of. However, children do develop some of the skills they require to help them to move on to the next stage of learning. For example, staff support children to develop some independence skills. They teach children to wash their hands after messy play and after using the toilet.

- Children's privacy and dignity are not supported during personal care, such as nappy changing routines. Staff change children's nappies in the main hall in full view of all the other children, staff and visitors. This does not offer privacy to the children being changed and increases the potential spread of infection.
- Staff develop children's early mathematical understanding during their free play. For example, children playing with small vehicles use language associated with size, such as 'big' and 'small'. Staff also play alongside children as they explore the texture of play dough. Staff encourage children to make marks and draw on paper, and model drawing and writing.
- Staff ensure that children have daily access to physical exercise and fresh air, for example when children play football and ride on bicycles around the garden. However, staff do not assess the risks in the garden to ensure it is safe or secure before taking children outside.
- Staff encourage children to develop an understanding of keeping healthy. They talk to children about foods which are good for them and provide healthy snacks. However, staff do not ensure that children can independently access drinking water. Instead, staff pour water out for children from a large bottle which is out of children's reach and too heavy for them to handle.
- Weaknesses in leadership and management significantly compromise children's safety and well-being. The manager has arrangements in place for the supervision of staff. However, training and development opportunities are not sufficiently focused on improving the quality of staff teaching and learning.
- The managers and staff work well together in partnership with parents and other professionals involved in supporting children with SEND. Parents are encouraged to play an active role in their children's learning. Parents speak highly of the pre-school staff and feel supported by the staff and managers.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff do not have sufficient knowledge of how to keep children safe and secure. This has a significant impact on children's emotional and physical well-being. Risk assessments are also weak and not conducted effectively to ensure the premises are safe for children. However, the manager implements appropriate recruitment and vetting procedures to ensure staff are suitable to work with children. The manager also ensures staff attend regular safeguarding training. This ensures staff have secure knowledge of child protection issues and how to report concerns, including allegations, to relevant authorities.

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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take all reasonable steps to ensure staff and children are not exposed to risk, identify aspects of the environment that need to be checked on a regular basis and demonstrate how identified risks will be removed or minimised	31/08/2023
implement effective arrangements for managing children's behaviour in a positive manner	31/08/2023
improve the quality of teaching to provide children with good-quality interactions	31/08/2023
plan effectively to ensure children are engaged in purposeful age-appropriate play and are suitably challenged in their learning	31/08/2023
improve the nappy changing routine so it supports children's privacy and dignity and prevents the risk of spread of infection.	31/08/2023

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

- develop self-evaluation processes, in order to look at specific areas of weaker practice to further help children achieve at the highest level
- enable children to independently access drinking water throughout the session.

Setting details

Unique reference number	EY543607
Local authority	Hackney
Inspection number	10302992
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	32
Number of children on roll	31
Name of registered person	Get Along Gang Playgroup Committee
Registered person unique reference number	RP523718
Telephone number	07944407889
Date of previous inspection	8 July 2019

Information about this early years setting

Get Along Gang Playgroup registered in 2017. It is based at Concorde Youth Centre, in the London Borough of Hackney. The provision operates five days a week during term time only, from 8.45am to 2.45pm. The provider employs four staff. All hold relevant qualifications at levels 2 and 6.

Information about this inspection

Inspector
Rubina Nijabat

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the setting.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out an observation of a group activity and evaluated it with the deputy manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.

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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