

# Inspection of Chapel-En-Le-Frith Playgroup

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

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Inspection date: 13 September 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision is inadequate**

The provider has not addressed all the actions set at their previous inspection. Consequently, children's safety is still not assured and the quality of education they receive is poor.

Children are not provided with a curriculum that is specifically tailored to support their intended learning. Staff do not plan and provide activities and experiences that encourage children to explore and investigate. Subsequently, children often wander around the room and spend little focused time at their chosen activities. When children do show an interest, for example, using stickers to stick on paper, staff do not engage or interact with all children to support their learning and development. Furthermore, staff do not support children's communication and language development. Staff often use closed questions, such as 'What is this?', or 'What is that?' Occasionally, children respond by saying 'fire' or 'car'. Staff do not help these children expand their range of vocabulary.

Despite the weaknesses, children are generally settled, happy and behave well overall. Staff praise children on their achievements. For example, during a construction activity outside, staff say, 'Well done' when children work out how to make a line along the fence using soft construction bricks.

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

- The provider has not ensured that all staff understand all aspects of safeguarding practice. Despite the manager offering some further guidance and information to staff, they are still not clear on how to recognise signs that a child may be at risk of harm. Consequently, children's ongoing safety is potentially compromised.
- The key person does not know their key children well enough to ensure all their needs are being met. They are not clear on what they want their key children to learn next. They do not use the activities and experiences to build on the children's skills and knowledge. Early intervention from other early years professionals is not sought quickly enough to help narrow gaps in children's learning. This is most evident in supporting children's communication and language development.
- The provider does not have a good overview of staff practice. She does not monitor staff well enough to identify weaknesses in their practice. Staff are not provided with the ongoing coaching and support they require to further develop their skills and knowledge.
- Staff do not complete thorough enough risk assessments of the environment to promote children's safety. They fail to identify the risk posed from brambles accessible to children. An inspector had to intervene to prevent children from

putting the unripe pieces of fruit in their mouths. Despite raising this risk with staff, they failed to adequately remove the risk.

- The provider and staff do not understand how to implement an ambitious curriculum to support children in their learning and development. Activities and experiences are not purposefully planned or tailored for individual children. As a result, children do not learn as much as they can. Children often play on their own or quickly move from one activity to another as they lack concentration.
- The quality of teaching and interactions from staff with children is poor and does not promote children's communication and language development. For example, during snack time, staff do not engage with the children to help them learn about healthy eating or build on conversations to extend their range of vocabulary.
- Parents spoken to on the day of inspection say that their children enjoy attending the playgroup. They comment that the staff are kind and friendly .
- Children select toys of their choice and demonstrate some independence skills. They particularly enjoy being creative as they use wooden tools to bang saucepans to create different sounds and rhythms.
- Children are familiar with routines and quickly respond to the instructions from staff. Children who are a little unsettled are given cuddles and offered reassurance by staff.

## Safeguarding

The arrangements for safeguarding are not effective.

Some staff do not have secure knowledge and understanding of how to recognise the signs that a child may be at risk of harm. Nevertheless, staff do know to report some concerns and where to access the correct safeguarding procedures. Staff fail to complete thorough risk assessments of the environment to assure children's safety. The provider makes sure that she completes appropriate recruitment procedures to assure the suitability of staff. For example, in line with the provider's own policy, she obtains two suitable references for each staff member before she decides to employ them to work at the playgroup.

## 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:**

	<b>Due date</b>
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ensure all staff understand the safeguarding procedures, including the different types of abuse and how to identify the different signs and symptoms of abuse	06/10/2023
ensure an effective key-person system is in place where staff can build a strong knowledge of their key children and seek early intervention to narrow any gaps in children's development	06/10/2023
ensure supervision is effective in addressing weaknesses in staff's practice and that that they are provided with the coaching and support they need to further develop their skills	06/10/2023
implement effective systems to ensure that children are not exposed to manageable risks, with particular regard to the unripe fruit from brambles in the outdoor play area	06/10/2023
ensure all staff gain secure knowledge and understanding of how to implement an effective curriculum that supports all children's learning and development.	06/10/2023

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

	<b>Due date</b>
ensure the quality of staff interactions with children encourage them to be active learners, and that they are provided with appropriate support and time to consolidate their learning	06/10/2023
plan and tailor activities and experiences more precisely to meet children's individual learning needs	06/10/2023
ensure children experience a language-rich environment.	06/10/2023

## Setting details

<b>Unique reference number</b>	EY367564
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10296066
<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 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Chapel-En-Le-Frith Playgroup
<b>Registered person unique reference number</b>	RP902507
<b>Telephone number</b>	07749765297
<b>Date of previous inspection</b>	27 April 2023

## Information about this early years setting

Chapel-En-Le-Frith Playgroup, based in Derbyshire, registered in 2007. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. and one is unqualified. The setting opens from Monday to Thursday, 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

Judith Rayner

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the provider, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and also checked the suitability records 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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