

# Inspection of Parr's Playhouse Childcare Limited

Outwoods Street, Burton On Trent, Staffordshire DE14 2PJ

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Inspection date: 11 October 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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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**

The provider has not implemented effective measures to ensure that children are safeguarded. Safer recruitment procedures have not been followed to ensure that everyone working with the children are suitable to do so. Staff lack knowledge of safeguarding matters and, therefore, are not able to identify signs that may indicate that children may be at risk of harm. Staff are unsure of who they should inform if they have a concern about a child. Staff's understanding of risk assessment is not sufficient. Staff do not identify hazards in the environment that pose a risk to children. As a result, these are not removed, which leaves children at risk of harm.

Children lack motivation to learn. The activities provided for them do not capture their interest or challenge them appropriately. The curriculum is very narrow, which means that children wander from one activity to another. They sit and build towers of bricks and talk about the colours they are choosing. However, they lose interest quickly. Staff do not inspire children to participate fully in the activities provided, or understand how to extend children's learning further. Assessment is not used effectively to identify gaps in children's development. Staff do not understand the requirement to complete a progress check at age two. As a result, any emerging concerns in children's development are overlooked.

Despite these weaknesses, children show confidence in the environment and are happy to go to staff when they are upset and need comfort.

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

- There have been some changes to the staff team recently. The provider has not followed their safer recruitment procedures to ensure that those who are working directly with children are suitable to do so. These weaknesses in recruitment practices potentially leave children at risk of harm.
- Staff lack knowledge of safeguarding matters. They do not know signs of abuse and, as a result, they are not confident in identifying concerns about children. Due to the recent staff changes, existing staff are not sure of who they should report concerns to if they arise. Staff also lack an understanding of how to reduce risk to children. Hazards in the environment go unnoticed. There are broken blinds that hang low and are accessible to young children, which leaves them exposed to risk. This impacts on the safety of children.
- The key-person system is ineffective. Children who are new to the setting do not fully benefit from the opportunity to build strong bonds with their key person. This means that staff do not get to know their children well or develop early relationships with parents. As a result, children's needs are not fully met.
- The quality of education is weak. The manager has a basic overview of what

they want children to learn. However, the curriculum is not ambitious or challenging for children. Staff do not understand how to enhance children's learning or keep them engaged in activities. This impacts on the progress that children make.

- Staff do not carry out the required progress check for children at age two. They lack an understanding of the importance of completing this to identify any delays in children's development. Despite this, staff do use observation to find out what children know. They complete reviews of children's development and record this to share with parents. Although some assessment is completed, significant gaps in children's development potentially go unnoticed. This means that children, including those with special educational needs and/or disabilities, may not receive any extra support they need in a timely way.
- Children who speak English as an additional language are not well supported. Staff do not find out how to support children's home language in the setting. The provider has plans to introduce some basic words in children's home language. However, this is not yet in place. The provider has not done enough to find out familiar words and include them throughout the day, to help children to communicate while at the setting. This means that children struggle to communicate, and staff do not understand what children need.
- Staff are not fully aware of children's needs. Children do not always have access to fresh drinking water. Some children do not bring their own cups to the setting, and are unable to communicate that they need a drink. This means that children's basic needs are not met.
- Hygiene practices are weak. Areas where children are changed are not suitable. Changing facilities are unclean and changing mats are damaged. This means that children's health is compromised.
- Staff do not receive effective supervision from management. The manager does not provide support or coaching for staff in order to identify weaknesses in practice or help staff to understand their roles and responsibilities. As a result, the quality of education and care that children receive is poor.
- Parents are generally unhappy with the care that their children receive. They comment on recent changes to staffing in the setting, which has impacted on how their children feel about attending. Parents say that the provider does not communicate well with them, and they are unsure what is happening with their child while at the setting. They do not know who their child's key person is due to staff changes, and are unsure about who they should raise a concern with as they have not been informed of who the new manager is. This means that children do not receive consistency of care.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has not followed safer recruitment procedures to ensure the suitability of people working directly with children. That said, the required checks by the Disclosure and Barring Service have been carried out for all staff. The provider does not ensure that staff have an up-to-date knowledge of safeguarding matters.

This means that staff lack knowledge of how to identify signs of abuse in children. In addition, staff are not confident about who they should report concerns to should they arise. Staff at the setting lack an understanding of risk assessment. Consequently, there are hazards in the environment where children play, which have not been identified. This leaves children at risk of harm.

### **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>
ensure that recruitment procedures are robust, so that people who have regular contact with children are suitable to do so	03/11/2023
ensure that staff have an up-to-date knowledge of safeguarding matters so that they can identify signs of abuse	03/11/2023
ensure that fresh drinking water is always available and accessible to children	03/11/2023
ensure that there are suitable hygienic changing facilities for changing children who wear nappies	03/11/2023
implement an effective key-person system, which offers a settled relationship for children and builds relationships with parents	03/11/2023
provide all staff with effective supervision, which includes coaching and training to help staff to understand their roles and responsibilities and promote the interests of children	03/11/2023
ensure that staff can identify hazards in the environment so that children are not exposed to risk	03/11/2023

strengthen partnership working with parents to ensure that parents are aware of the staffing structure at the setting, including who their child's key person is.	03/11/2023
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**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
implement an ambitious curriculum that provides challenging and motivating experiences for children and builds on what children already know, so they make good progress in their learning	17/11/2023
develop staff's understanding of the progress check at age two, to ensure that this is completed for all children between the ages of two and three years	17/11/2023
develop opportunities for children who speak English as an additional language that support their language and communication development in their home language and help them to learn English.	17/11/2023

## Setting details

<b>Unique reference number</b>	EY491691
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10313329
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 7
<b>Total number of places</b>	36
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Parr's Playhouse Childcare Limited
<b>Registered person unique reference number</b>	RP908961
<b>Telephone number</b>	01283 509110
<b>Date of previous inspection</b>	3 November 2022

## Information about this early years setting

Parr's Playhouse Childcare Limited registered in 2015. It is situated in Burton-on-Trent. There are five members of staff working with the children. Two staff have a qualification at level 6 and two have a qualification at level 3. The provision operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Christine Ward

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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