

# Scalford Playgroup

The Methodist Church Hall, New Street, Scalford, Melton Mowbray, Leicestershire,  
LE14 4DP



## Inspection date

Previous inspection date

10 December 2015

26 May 2011

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|---|-------------------------|-----------------------------|----------|
|   | Previous inspection:    | Good                        | 2        |
| Effectiveness of the leadership and management                |                         | Requires improvement        | 3        |
| Quality of teaching, learning and assessment                  |                         | Requires improvement        | 3        |
| Personal development, behaviour and welfare                   |                         | Requires improvement        | 3        |
| Outcomes for children   |                         | Requires improvement        | 3        |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not monitor the quality of teaching well enough. She has not identified where teaching is not good enough to help children make consistently good progress.
- Assessments made of children's learning are not precise or accurate enough. They do not support staff to ensure all children make consistently good progress in their learning. Staff do not find out, or include in their planning, what some children are learning in other settings that they also attend.
- Staff are not focused enough on promoting children's individual next steps in learning. For example, some young children are not making good progress in their speech development. Gaps in this aspect of their learning are not closing quickly enough.
- Staff do not support older children to extend their understanding of quantity as part of their mathematical development.

### It has the following strengths

- Older children are independent and confident communicators. They are well prepared for the next stage in learning and for school.
- Partnerships with parents are strong. They are helped to seek support for their children from other professionals, such as speech therapists.
- Children's well-being is suitably promoted. Children develop close relationships with staff and their friends. They are helped to show respect and demonstrate friendly behaviours towards others.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

|   | <b>Due Date</b> |
|---|-----------------|
| <ul style="list-style-type: none"> <li>■ improve staff supervision and how the quality of teaching is monitored; make sure that staff are able to support children to make good progress in all aspects of their learning</li> </ul>                    | 28/12/2015      |
| <ul style="list-style-type: none"> <li>■ make sure the assessments made of children's learning are accurate, precise and include information from all those involved in children's learning</li> </ul>  | 28/12/2015      |
| <ul style="list-style-type: none"> <li>■ ensure children's individual next steps in learning are fully promoted, any gaps close quickly and all young children develop their speech as part of their communication and language development.</li> </ul> | 28/12/2015      |

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

- help older children develop a good understanding of quantity as part of their mathematical development.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. She looked at relevant documentation, such as the playgroup's self-evaluation. She also looked at evidence of the suitability of adults working in or associated with the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to the children and staff at appropriate times throughout the inspection.

### Inspector

Dianne Adams

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Despite the manager and staff all being suitably qualified, they do not accurately identify all the areas that need to be improved. Managers address some aspects of teaching that are identified as weak. However, checks are not robust enough to make sure teaching is consistently good and that gaps in young children's language development close quickly. Arrangements for safeguarding are effective. Managers and staff understand and implement all statutory requirements. Suitable recruitment and vetting procedures, and ongoing checks, ensure that all adults are suitable to work with children. Managers and staff attend training events to extend their knowledge of safeguarding and of how children learn. Staff know how to assess risks to children's welfare and keep children safe. Parents demonstrate complete satisfaction. They feel the playgroup is actively involved in the community and children are emotionally well prepared to move on to school.

### **Quality of teaching, learning and assessment requires improvement**

Teaching is not consistently good. Children's starting points and their individual next steps in learning are swiftly identified with the help of parents. However, some young children are not always given enough help to quickly achieve their next steps in learning, especially in their language development. Information is not obtained from practitioners working in other settings that some children also attend. This means that assessment is not precise or accurate enough so staff do not have the information they need to plan effectively for children to make as much progress as possible. All children enjoy being creative. They develop their physical skills as they explore paint and make Christmas crackers out of different materials. Children develop mathematical skills as they explore size, shape and numerals. However, staff do not give older children enough opportunities to learn about quantity.

### **Personal development, behaviour and welfare require improvement**

Children are not always motivated by staff to achieve their best. Their assessments of children's progress are not accurate enough to make sure they can plan activities that promote each child's personal development to a consistently good standard. However, care practices are strong. Staff promote children's emotional and physical well-being appropriately. Partnerships with parents are effective. Children and their families experience a smooth move from home into the playgroup and on to school. Staff spend time helping children to settle well and to feel secure as they become familiar and confident with the routines. Children begin to understand and follow instructions to keep themselves and others safe. They enjoy exploring, moving and playing cooperatively with the interesting play resources. They learn about other people as they explore different traditions and join in with Christmas festivities in the local school and church.

### **Outcomes for children require improvement**

Some young children are not making good progress from their starting points. They are not always well prepared for the next stage in their learning. Older children are developing skills needed for school. They extend their literacy skills when they enjoy reading books and practise their early writing skills.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 226344  |
| <b>Local authority</b>             | Leicestershire  |
| <b>Inspection number</b>           | 864374  |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 5   |
| <b>Total number of places</b>      | 20  |
| <b>Number of children on roll</b>  | 19  |
| <b>Name of provider</b>            | Scalford Playgroup Committee  |
| <b>Date of previous inspection</b> | 26 May 2011   |
| <b>Telephone number</b>            | 07779 216704  |

Scalford Playgroup opened in 1970. The playgroup employs three members of childcare staff. Of these, the manager and one member of staff hold appropriate early years qualifications at level 3, and one member of staff holds a level 2 qualification. The playgroup opens from Monday to Thursday during term time. Sessions are from 9am until 3pm.

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