

The Forest Chapel Playgroup



The Forest Chapel, Charnwood Drive, Leicester Forest East, Leicestershire, LE3 3HL

Inspection date

13 February 2015

Previous inspection date

9 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Some staff members do not adapt activities well enough to ensure that children at different stages of development are challenged, and make as much progress as they can. Planning does not always clearly identify activities and support that will help children to reach the next steps in their learning.
- The monitoring of the educational programmes does not ensure consistent teaching across the staff team.
- Young children's speaking skills and older children's critical thinking are not maximised. Staff do not consistently repeat words that toddlers say and add a word in order to support sentence building. They do not always give children time to think about how they want to respond to open-ended questions.
- Staff are not always supportive of children's emerging independence.

It has the following strengths

- Children's emotional security is addressed well. Staff build good relationships with children and with parents.
- Staff provide a good variety of activities in order to promote children's learning in the outdoor play area.
- Staff are aware of their responsibilities to supervise children and protect them from abuse and neglect.
- Staff obtain clear information about each child's individual care needs from parents so that they can work together to meet these needs.

What the setting needs to do to improve further

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

- ensure that consistently effective teaching results in continuous differentiation during all adult-led or supported activities, so that all children are challenged successfully
- ensure that planning for learning clearly and consistently identifies activities and support that will help children to reach the next stage in their development.

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

- improve the monitoring of practice to ensure that the standard of teaching is consistent across the staff team
- extend children's critical thinking by giving them time to think about how they want to respond when questions are asked, and model sentence building for young children
- enhance children's independence, for example, by consistently encouraging them to put on their own coats and hats.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor play area.
- The inspector held meetings with the provider/manager and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the provider/manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability and qualifications.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Burnet

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children make satisfactory progress and they are suitably prepared for school. However, the progress that children make is not maximised, because the quality of teaching and planning for learning is variable. Staff provide a sufficient variety of activities and there is a balance of child-led and adult-led or supported activities. Children enjoy exploring texture and colour as they mix shaving foam and food colouring. However, some staff do not adapt activities sufficiently to challenge all children. Older children practise physical skills while they enjoy a game using hoops and beach balls. The hoops are held high and are used as a target. Then in order to make the task more difficult they are asked to aim for a smaller target in the centre when two hoops are crossed. Older children are challenged well during this activity, but the younger children are only bystanders, because the activity is not adapted to meet their needs. Children enjoy chatting with staff and their speaking skills are supported satisfactorily. However, they are not always given the time to put their thoughts into words. Young children repeat words that they hear, but staff do not consistently offer support so that they begin to build sentences.

The contribution of the early years provision to the well-being of children requires improvement

Staff create a welcoming environment for children and parents, and children's relationships with staff are good. Parents provide clear information on their child's needs and staff address these different care needs well. Children's good health is protected because they eat nutritious meals, as well as, staff encourage them to be physically active. The outdoor play area is used effectively throughout the year to support learning, and children develop skills when they use large play equipment at the local park. The use of positive reinforcement as a major strategy for managing behaviour and this boosts children's self-confidence. Children's independence is promoted well at mealtimes, because they serve themselves. However, staff do not routinely encourage them to put on their own coats and hats before they play outside.

The effectiveness of the leadership and management of the early years provision requires improvement

Staff ensure that children's health and safety is protected appropriately. Children are continually supervised because staff deployment is addressed well in playrooms and in the outdoor play area. Staff are aware of their responsibilities to protect children from harm. Procedures for recruitment, selection and induction are appropriate and vetting procedures for staff meet requirements. Children's welfare is addressed, because the provider/manager ensures that her safeguarding knowledge is kept up-to-date and she cascades her knowledge to other team members. Staff members hold current first-aid and food hygiene certificates. The provider is aware through her review of the provision that teaching is variable, and with the support of local authority advisers she is beginning to address this during supervision meetings with staff. However, monitoring of the educational programmes is not fully effective. The partnership with parents is good and parents share very positive views on the provision.

Setting details

Unique reference number	226487
Local authority	Leicestershire
Inspection number	980900
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	36
Name of provider	Ruth Lynam
Date of previous inspection	9 April 2014
Telephone number	07882 883 935

The Forest Chapel Playgroup was registered in 1996. The playgroup employs seven members of childcare staff. Of these, the manager holds Early Years Professional status and a member of staff holds Qualified Teacher Status, three staff are qualified in early years at level 3 and two at level 2. The playgroup opens term time only, from Monday to Friday. Sessions are from 7.30am until 6pm.

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