

Papillon Playgroup

Royston Masonic Hall, Jepps Lane, Royston, Hertfordshire, SG8 9AP



Inspection date

19 June 2017

Previous inspection date

13 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 has not yet developed a well-established system of supervision for staff to accurately identify their training needs and develop clear targeted support to improve good outcomes for all children.
- Not all staff consistently use the information they gather from their observations of children to plan precisely for their next steps in learning.
- Fresh drinking water is not always available for children to maintain their good health.
- Children are not provided with opportunities to play outdoors on a daily basis.
- The manager and staff do not rigorously reflect upon the provision they offer children.
- Staff do not always provide children with clear and consistent guidance on the good behavioural expectations that they set.

It has the following strengths

- Children demonstrate that they feel happy and confident in this welcoming playgroup. They form warm and secure bonds with their key person and all members of staff. For example, children welcome their interaction in their play and are eager to recall and share previous experiences with them.
- Children enjoy a range of interesting activities. For example, they experiment pouring water into toy boats using a variety of containers and experiment how to use funnels. Staff introduce children to the meaning of new words as they play, such as capsizes.
- Effective partnerships with staff from the schools that children move on to are in place.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ establish an effective system for staff supervision to fully support the ongoing professional development of the staff team 	03/07/2017
<ul style="list-style-type: none"> ■ develop the use of observations to clearly plan and provide challenging activities to fully support children's next steps in learning 	03/07/2017
<ul style="list-style-type: none"> ■ ensure that fresh drinking water is available to children at all times in order to help maintain their good health 	20/06/2017
<ul style="list-style-type: none"> ■ provide children with daily opportunities to play outdoors. 	20/06/2017

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

- review the ongoing methods for self-evaluation to ensure weaknesses are accurately identified and swiftly addressed to continually promote the best possible outcomes for children
- devise effective methods to raise children's awareness of the clear boundaries and the expectations set.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff are supported in their practice as they meet regularly with the manager to discuss good practice and occasionally attend training. However, an effective system is not fully in place for the supervision of staff. This results in management gaining limited accurate information about staff's training needs to improve the quality of teaching. The manager regularly seeks the views of parents, children and staff to reflect on the provision the playgroup offers. However, self-evaluation is not robust enough to successfully identify weaknesses in practice and breaches in requirements. The manager regularly monitors children's progress to identify and address any gaps in children's learning. The arrangements for safeguarding are effective. All staff demonstrate a secure knowledge of up-to-date safeguarding issues and the procedures to follow should a concern arise about a child.

Quality of teaching, learning and assessment requires improvement

Staff regularly complete detailed observations of children's achievements. However, some staff do not consistently use this information effectively to identify children's next steps in learning to incorporate in to their flexible planning. This means that activities sometimes lack a strong level of challenge. The quality of teaching is not consistently good. For example, some children are not well supported to develop new skills, such as using scissors to cut dough. Children positively respond to the genuine praise that staff provide. This motivates them to concentrate and complete their chosen activities. For example, children use plastic building blocks to create complex structures and towers. Parents appreciate the ideas that staff provide to extend their children's learning at home.

Personal development, behaviour and welfare require improvement

Staff ensure that children have daily opportunities to build on their physical skills indoors. For example, children learn to kick and catch a ball and join in with action songs that require them to jump and march. Staff occasionally organise opportunities for children to benefit from outdoor play at the local park and walks within the local community. However, they do not ensure that this is on a daily basis. Children enjoy a range of nutritious snacks. However, drinking water is not available at all times. This is especially relevant to promote their good health during period of extremely warm weather. Children generally behave very well. However, when required, staff do not consistently provide children with clear messages of the high expectations that they set.

Outcomes for children require improvement

Children are independent. For example, as they arrive at the playgroup they are responsible for storing their belongings and can manage their own outer clothing. However, not all children are making good progress. This means that some children do not acquire the skills required in preparation for their next stage of learning.

Setting details

Unique reference number	EY314513
Local authority	Hertfordshire
Inspection number	1092474
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	22
Name of registered person	Anne Marie Walls
Registered person unique reference number	RP512511
Date of previous inspection	13 January 2015
Telephone number	07887674453

Papillon Playgroup registered in 2005. It is privately managed. It employs six members of staff. Of these, four hold appropriate early years qualifications at level 2 or above. The playgroup opens from 9.15am until 2.15pm, on Monday, Tuesday, Thursday and Friday and from 9.15am until 12.15pm on Wednesday, during term time. There is also a holiday club, which operates from 9.15am until 12.15pm on Monday, Tuesday, Thursday and Friday for two weeks during the summer school holidays. The playgroup provides funded early education for two- and three-year-old children.

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