

Rockingham Community Pre-school Playgroup

Rockingham Community Centre Lower Hall, Off Rockingham Street, Falmouth Road, LONDON, SE1 6QN

Inspection date	26/06/2013
Previous inspection date	15/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider fails to implement effective procedures to safeguard children's welfare, regarding the identity of visitors, staff suitability and the use of mobile phones.
- Staff do not promote children's health and safety effectively. They are not encouraged to sit while they eat, putting them at risk of choking or follow good hand hygiene routines.
- Staff do not use assessment effectively to identify and monitor the progress children are making or to plan for their next steps in their learning.
- Staff fail to work with other professionals to meet the needs of children, and promote their learning and development.
- Systems to monitor the provision and staff practice are poor. Consequently, there is little capacity for continuous improvement.
- Resources are not organised effectively to meet children's needs.

It has the following strengths

- Children enjoy positive relationships with staff, so they are happy and settled.
- Children are provided with some opportunities to develop their personal and social skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playrooms and the garden.
 - The inspector spoke with the manager and staff at appropriate times throughout the observations.
- The inspector looked at a sample of documentation including children's development records, staff recruitment, planning , self-evaluation and a selection of policies and procedures and children's records.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Rockingham Community Pre-School Playgroup is a voluntary playgroup run by a management committee and supported by the Pre-School Learning Alliance. The playgroup has been registered since 1975. The playgroup opens five days a week, from Monday to Friday, during term time. Sessions are from 9.15am to 3pm. Children have access to one large hall for play, with direct access to an enclosed outside play area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll in the early years age range who attend a variety of sessions.

The playgroup do not offer care to children under two years. The playgroup currently care for children who have identified special educational needs and/or disabilities and children who are learning English as an additional language. A team of three staff work with the children. Of these, two hold relevant childcare qualifications to level 3 or above.

What the setting needs to do to improve further

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

- ensure there are effective systems in place so practitioners, and any other person who is likely to have regular contact with children are suitable to do so and remain suitable; with particular regard to ensuring personal, professional and medical reference checks are completed and systems are in place to monitor practitioners on going suitability
- improve systems to work in partnership with parents and/or carers, and any relevant professionals to address any learning and development needs.
- ensure there are agreed procedures for checking the identity of visitors.
- ensure procedures to safeguard children are implemented, with particular regard to the use of mobile phones.
- improve observation, assessment and planning so that staff understand where the children they care for are in their learning and plan learning experiences that are tailored to children's individual needs
- provide opportunities for children to develop and use their home language in play and learning while ensuring they have sufficient opportunities to learn and reach a good standard in English
- improve the educational programme for physical development by encouraging the good health of children attending the setting, by ensuring they consistently follow good hygiene routines.
- ensure that every child's learning is tailored to meet their individual needs by improving the organisation of resources to enable them to explore, experiment and learn through play.
- ensure that risk assessments cover potential hazards to children's safety in relation to mealtimes, so that children learn how to keep themselves safe when eating
- improve systems for staff supervision to provide support, coaching and training for the practitioner and promotes the interests of children and foster a culture of mutual support, teamwork and continuous improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning and development is not effectively promoted. Systems for observation, assessment and planning are implemented with varying success. Key persons fail to accurately identify children's stage of development. As a result, although some planning takes place, the next steps for children's learning do not link to their actual stage of development or meet their individual needs. Staff produce records of children's progress to share with parents but because assessments lack rigour, a clear picture of children's progress cannot be ascertained from these records. As a result, parents lack information that may help them to support their children's learning at home. In addition, staff are unable to demonstrate how they effectively promote each area of learning.

Children receive praise from the staff during the activities, which builds their confidence. Children are settled and have secure bonds with the staff, which builds their self-esteem. They work well together and learn the importance of turn taking through help from staff. This promotes some aspects of their personal, emotional and social development. Children enjoy the nursery rhymes or other children's music, played in the background while they play.

Because activities are poorly planned, children do not make sufficient progress in their learning. Staff weigh the ingredients for a cooking activity, and put them into a bowl before showing it to the children. There is little interaction, and no worthwhile discussion about weight, measure or consistency to promote children's learning. In addition, the staff take the uncooked mixture to the oven without any discussion about what might happen during the cooking process. Staff continuously miss opportunities to help children learn through meaningful activities.

Staff do not help children with special educational needs and/or disabilities to make progress with their learning and development. Although children have individual education plans in place, staff fail to follow them, or use the resources provided by professionals to support the children's learning appropriately. Observations on children also fail to show any areas of delay or how staff are working with the children to help them make progress. Although records provide information about children's learning needs and home languages, management and staff are unclear and confused about this. They are unsure of children's individual needs and are therefore unable to meet them effectively. Staff do not prepare children sufficiently for their next stage of learning, and their eventual move to school.

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

Although meal times are generally social occasions, there is little interaction with children about what they are eating and about healthy lifestyles. Children sometimes wash their hands, however the soap is out of their reach. Staff do not always encourage children to

wash their hands before they eat or continue with a cooking activity. Consequently, children do not learn about keeping themselves healthy. In addition, staff do not encourage children to sit down to eat their snack, and they walk and run around the nursery eating toast, which is a choking hazard. This does not help children learn about their own safety. Staff keep the nursery clean, and ensure 'wet floor' signs are displayed when the mop has been used.

Staff are generally consistent in their approach to behaviour management. This means children understand right from wrong and learn how to share and take turns with their friends. Fire drills take place so children are aware of what to do in an event of an emergency.

Children enjoy playing in the outside area where they are able to develop their physical skills. They enjoy using the climbing frame and the ride on toys. Resources are stored so children can easily find them, enabling them to choose independently. However, staff do not organise the learning environment well. For example, the paint easel has old paper on it which has already been painted, and scissors are out for the children to use, but there is nothing to cut. In addition, a role play 'post office' has been set up, but it does not have any resources in it to support children's learning. Staff work with the parents and children to settle them into the nursery. They gain information about the child's likes and dislikes and use this information to help them to settle. However, information recorded by the parents and staff is sometimes contradictory. Consequently, children's individual needs are not being met.

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

The inspection was brought forward following a concern about unchecked visitors to the group, that staff do not speak English, and poor hygiene practices. The inspection found that there are no systems to check the identity of visitors. In addition, staff do not routinely encourage children to wash their hands, to promote their good health. The inspection found that all staff speak English.

The manager and staff have a sound understanding of child protection. They know what action to take if they are concerned about a child's welfare. There is a safeguarding policy in place and signs request that mobile phones are not used in the playroom. However, management and staff do not implement this effectively. Although, staff have been police checked, there are no other systems in place to verify their suitability. Although the provider has information about previous employers, they do not take these up, or request information about employees' health. Risk assessments are completed to assess the safety of children's play environments and safety measures are mostly adequate. However, risk assessments do not cover children's safety at snack time, when they run around while they eat.

Self-evaluation has failed to identify the breaches of requirements regarding staff suitability, visitors, and children's health and safety. Monitoring of the educational

programme is poor and although staff plan activities, they do not promote children's learning sufficiently well. Activities are not evaluated, so staff and management fail to see how little impact they are having on the children's learning and development. Staff supervision and appraisals are infrequent and ineffective. Consequently, the capacity for continuous improvement is weak.

Staff maintain sound relationships with parents and regularly share information with them about their children, and some aspects of their development. Partnerships with other agencies caring for children are weak. Staff and management do not work with other professionals involved in children's development to ensure their needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children (compulsory part of the Childcare Register)
- implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	107642
Local authority	Southwark
Inspection number	923673
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	20
Name of provider	Rockingham Community Pre-school Committee
Date of previous inspection	15/09/2011
Telephone number	020 7403 0795

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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