

# Raunds Playgroup

The Mobile, Manor School, Mountbatten Way, Raunds, Wellingborough, Northamptonshire, NN9 6PA

<b>Inspection date</b>	19/11/2013
Previous inspection date	08/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children are not always supervised appropriately; this directly affects their safety within the playgroup and has recently resulted in a major incident.
- Staff are not deployed efficiently to ensure the safety of all children.
- Risk assessments to ensure the safety of the premises are not yet fully developed to guarantee all areas of the building are secure prior to the children entering the playgroup.

### It has the following strengths

- Good partnerships with parents have been developed; this supports children's learning and provides a strong link with the home environment.
- There are an appropriate range of interesting activities provided, both inside and outside; this means children are engaged and interested in their learning.

## 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 conducted a tour of the premises.
- The inspector held discussions with children, parents and staff.
- Observations were conducted in the main playrooms and outdoor area.
- A joint observation was conducted with the manager.
- The inspector looked at planning documents and the children's records of achievement.
- The inspector checked evidence of suitability and qualifications of those working with the children and those on the committee.

## Inspector

Ben Hartley

## Full report

### Information about the setting

Raunds Playgroup was registered in 2005 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is situated in new, purpose-built mobile premises in the grounds of the Manor School in Raunds, Northamptonshire. Children attend from the local area and surrounding villages. The playgroup has sole use of the premises. Children have access to an enclosed outdoor play area.

The playgroup employs six members of staff who work with the children. Of these, four hold an appropriate qualification at level 3 and two others are currently working towards formal qualifications. The leader of the setting has completed a foundation degree.

The playgroup opens Monday to Friday from 9am until 3pm during term time only. Children attend for a variety of sessions. There are currently 24 children on roll who are in the early years age group. The playgroup provides funded early education places for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The playgroup receives support from the local authority and works closely with the local primary school and children's centre.

### What the setting needs to do to improve further

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

- ensure children are supervised appropriately at all times to help guarantee their safety
- ensure staff are deployed efficiently in order to keep all children safe
- complete daily risk assessments prior to the children entering the playgroup, to ensure any risks to children's safety are minimised.

### Inspection judgements

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

The children are not yet given a secure base of safety to fully extend their learning and development on a consistent basis. The deployment of staff and the manner in which they supervise children is inconsistent and this limits the progress children make and impacts on their safety, although the quality of teaching does enable children to make sufficient

progress relative to their starting points.

The playgroup provide an adequate range of interesting activities, both inside and outside. This supports children's engagement in their play and learning. The quality of the teaching also has a positive impact on the children's learning. For example, during a counting activity a member of staff asks an appropriate range of questions in order to further children's understanding and support their ability to count by rote. Staff are also able to skilfully involve themselves within children's play and play an active role to extend children's learning. For example, a member of staff is playing puppets with the children. She asks open questions that extend the children's play and allows them to demonstrate their knowledge. It also supports children in forming relationships with their peers and staff. As a result, children are making reasonable progress and are confident in their exploration of the environment.

Partnerships with parents also allow the playgroup to form a link with children's home lives. This is facilitated through a strong key person system that allows parents to engage in their children's learning. Partnerships with outside agencies and schools have also been developed. For example, the manager works closely with a number of professionals in order to support children with special educational needs and/or disabilities within the playgroup. This work then results in targets being formed and shared with the staff in order to give a focus for them to work towards. Effective partnerships with schools also enable the playgroup to gain information about what skills teachers would find most useful in the reception year. The playgroup then use these as targets, and consequently children are well prepared for school or the next stage in their learning.

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

Staff do not provide adequate supervision on a consistent basis to keep children safe within the playgroup. They do demonstrate an awareness of safeguarding policies and procedures and communicate well with each other on occasions. However, safety procedures are not sufficiently secure to ensure staff are deployed appropriately and children are supervised properly in order to help guarantee their safety. Daily risk assessments prior to the children entering the building are not fully embedded in practice to ensure they are completed consistently in order to validate the security and safety of the building.

Children form reasonable attachments with enthusiastic staff, and this is supported by a well-established and successful key person system. This system also supports a good liaison with parents. For example, during the inspection a relatively new parent was concerned about her child being upset when entering the nursery. The playgroup therefore organised a meeting to take place between the parent and her key person to run through some of her achievements and provide an additional opportunity for communication. These attachments help children demonstrate sound emotional well-being. For example, they demonstrate positive behaviour and are developing relationships with their peers as well as the staff. Children also demonstrate clear confidence to explore their surroundings, moving freely between rooms in order to access different resources.

The playgroup are taking appropriate measures to promote healthy lifestyles by providing daily opportunities for physical activity. For example, the outdoor area is well resourced with appropriate equipment, such as bikes, in order for the children to take part in daily exercise. The outdoor area also has wide open spaces for the children to explore and move freely, as well as undertake activities, such as sand and water play. The environment is welcoming to families, and the playgroup is currently revising both the hours and the organisation of access in order to improve the provision.

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

This inspection was brought forward due to a very recent incident and this was looked into as part of a full inspection. It was found that there had been a significant breach in requirements and this directly affected the safety of the children in the playgroup. The supervision of children during this incident, along with the deployment of the staff, was inadequate to ensure the safety of the children. This resulted in a child getting out of the building and through a gate at the end of the alleyway. The playgroup has taken measures to improve the safety of the premises since the incident, as well as making operational changes. For example, they have fitted a stair gate to restrict access to specific areas of the building at certain times. They have modified and updated the alarms on the fire doors and added additional security, which has been agreed with the fire officer, to make them more secure. The manager has also changed the way that children and their parents access the building during drop-off and collection times. These measures address some of the issues around the security of the premises. However, the supervision of the children has not been thoroughly addressed in order to provide a consistent level of care that keeps children protected. The manager also has not fully considered how staff are deployed, particularly during the lunchtime changeover, to ensure that they are positioned appropriately. The manager does demonstrate an understanding of the severity of the incident and also a reasonable understanding of other issues relating to safeguarding. For example, there is a thorough procedure in place relating to recruitment, as well as sufficient measures to ensure that people on the committee are suitable to undertake their roles. She has also acted promptly to try and enact positive changes within the playgroup, and this demonstrates a capacity to reflect on events and improve practice as a result.

The manager and team hold reasonable qualifications that promote some positive teaching within the playgroup. This is relatively well monitored by the manager, particularly for newer staff, where a thorough induction procedure gives them support. There are also regular staff meetings in order for elements of practice to be shared and improved. Some committee are also actively involved in helping with the running of the playgroup and offer their time to support with specific activities.

The manager plays an active role within the playgroup and undertakes additional roles, such as the special educational needs coordinator. She demonstrates a good understanding of special educational needs and/or disabilities and works well with both outside agencies and families to provide for their individual needs. For example, she works with numerous agencies and liaises appropriately with families. She has also attended

designated training relating to caring for children with special educational needs and/or disabilities, as well as undertaking an additional role of supporting other settings as part of a new project.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY312624
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	943270
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Raunds Playgroup Committee
<b>Date of previous inspection</b>	08/01/2013
<b>Telephone number</b>	01933 461097

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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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