

# Rockingham Community Pre-school Playgroup

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

<b>Inspection date</b>	09/06/2014
Previous inspection date	26/06/2013

<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

- The setting fails to meet the requirement to ensure that all committee members are known to Ofsted and are suitable to have regular contact with children. This compromises children's welfare.
- Staff do not plan well and the quality of teaching is poor, which hinders children's development across all aspects of the areas of learning.
- Staff do not provide consistent messages regarding children's behaviour and do not implement agreed strategies to support children to behave appropriately.
- The management does not monitor staff's performance robustly, to assess the quality of their teaching and interactions with children to support their care and learning.

### It has the following strengths

- Staff support children to develop healthy lifestyles through effective hygiene routines and by encouraging them to eat well.

## 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 staff and children interacting indoors and outside.
- The inspector held discussions with the manager, staff and children.
- The inspector reviewed a sample of records and documents.
- The inspector conducted a joint observation with the manager.

## Inspector

Chantal Clarke

## Full report

### Information about the setting

Rockingham Community Pre-School Playgroup is a voluntary playgroup run by a management committee. It has been operating since 1975 and registered in 1994. It is situated in a community hall in the London Borough of Southwark. The playgroup opens each weekday from 9.15am to 3pm during term time. 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 13 children on roll in the early years age range who attend a variety of sessions. The playgroup does not offer care to children under two years. It is in receipt of funding for free early education sessions for children aged three and four. The playgroup currently cares for 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 at level 3 or above.

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

#### **The provision is inadequate and Ofsted intends to take the following enforcement action:**

##### Enforcement Action

We will issue welfare requirements notices that require the provider to:

ensure there are effective systems in place to make certain that any person who is likely to have regular contact with children, including committee members, are suitable.

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

- ensure performance management for all staff monitors the quality of their teaching in order to improve outcomes for children
- ensure the quality of planning and teaching covers all the areas of learning to challenge children's learning more effectively, support their next steps in learning and meet their individual needs
- use consistent strategies to manage children's unwanted behaviour and support their personal, social and emotional development

## Inspection judgements

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

Staff fail to consistently plan and provide activities that are challenging and meet children's individual needs. This was raised as a weakness at the last inspection and insufficient progress has been made to improve learning outcomes for children. This significantly affects how well children gain the necessary skills and knowledge to prepare them for school and to support them to make progress. For example, a member of staff encouraged a child to name colours repeatedly, which they did easily, so this was not helping them to move forward in their learning at a good pace. In addition, staff routinely missed opportunities to teach, question and extend children's learning during activities because they remain silent. The manager fails to recognise weaknesses in the staff's practice and in their quality of teaching. This shows that performance management systems are weak, and contribute to the poor provision and outcomes for children.

Staff make written observations and record children's skills and achievements. They identify next steps for each child in different areas of learning. However, staff do not use these next steps appropriately to inform their planning or preparation of activities. Therefore, they have very little positive impact on the children's learning and development. Staff make assessments of children's learning every term to assess their development and share them with parents to engage them in their child's learning.

Staff prepare some interesting and varied opportunities for children. Children join in with adult-led activities and they choose resources from the accessible shelves for their independent play. Staff provide resources that reflect all areas of learning. For example, the technology corner has a laptop and battery-operated toys so that children can learn a range of skills. Staff show some awareness of how to promote learning by encouraging children to experiment with different ways of using equipment. For example, children use coloured rice to practise hand-to-mouth coordination as they pretend to feed dolls.

Staff prepare some projects to interest children and support different areas of learning, for instance one about a caterpillar changing into a butterfly. Staff prepare a tray of resources for children to act out the story, which encourages their use of language and counting. The children make paper cocoons to explore their creativity and understanding of how caterpillars become butterflies. They play with torches representing the light of the moon, as described in the story, to enable them to explore light and learn to switch toys on and off. Staff consider the needs of different age groups when preparing these activities, but they do not consider how to match them to individual children's learning needs to support them appropriately in their next steps of learning.

When new children join the setting, their parents complete detailed forms giving staff useful information about their child's interests, skills and care routines. Parents of children who are learning English as an additional language also provide useful information about their home language. Staff supplement this with an initial assessment which establishes each child's stage of development in each area of learning. This gives staff an understanding of each child's starting points.

All children, including those learning English as an additional language, show some progress in their communication and language skills. Staff prepare final assessments of children leaving the setting and share them with reception teachers to support each child's move to school.

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

The setting provides safe and secure premises for young children to play and explore in. There are systems in place to ensure that visitors are identified and accompanied at all times to help keep children safe. However, the lack of clarity about who is on the committee and the lack of suitability checks for them have a significant impact on the safeguarding arrangements to protect children. Staff check the safety of the indoor and outdoor areas daily and understand the potential hazards they must check for to help keep children safe. Staff keep the environment safe throughout the day by mopping up spilled water promptly to eliminate a slipping hazard and by tidying up toys on the floor. However, staff do not consistently teach children how to keep themselves safe because they do not involve them in tidying toys on the floor and do not explain how they could cause an accident.

The key-person system is embedded into practice effectively and staff are skilled at forming warm relationships with the children. Children show they feel secure by seeking cuddles from staff and by telling them about any worries they have. Key persons know their key children's interests, preferences and family backgrounds, which helps them to form positive relationships.

The resources in the outdoor area enable children to be physically active, which contributes to their good health. Children also participate in energetic action songs, giving them opportunities to exercise indoors. Staff prepare fresh fruit for snack, which encourages children to develop healthy eating habits. Packed lunches provided by parents are nutritious and well balanced, demonstrating that staff and parents work together to support a healthy diet. At lunchtime, staff gently encourage children to eat by explaining the benefits of different foods. This teaches children how to keep healthy.

Children generally cooperate with each other and enjoy each other's company. However, staff are inconsistent in their responses to unwanted behaviour. For example, children who get up while listening to a story are sometimes asked to sit down and sometimes allowed to get up without any comment made. This does not provide the children with clear and consistent expectations for their behaviour. In addition, staff do not use agreed behaviour management strategies for children with specific challenging behaviours. This results in staff responding to the behaviours inconsistently. Therefore, this is not effective at reducing the unwanted behaviour to help children learn how to manage their feelings.

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

The setting fails to meet all requirements of the Early Years Foundation Stage and the Childcare Register. The setting has not improved some aspects of practice regarding the suitability of adults involved in the setting, and relating to children's learning and development since the last inspection. In particular, they have not informed Ofsted of all the names of people making up the committee or changes to it, in line with requirements. This means that Ofsted has not been able to assess the suitability of all committee members to have regular contact with children, in order to safeguard children. As a result, Ofsted will issue the provider with a welfare requirements notice to ensure they take action to improve.

The setting has also failed to improve the quality of planning for the educational programmes to meet children's learning and development needs. Although staff do some planning, they fail to consider the individual needs and next steps for learning for every child. As a result, children do not make good progress towards the early learning goals. The quality of teaching is weak, with some staff sitting passively with children, rather than supporting and encouraging their learning. The manager also fails to recognise poor practice among staff, resulting in weak performance management, which has a significant impact on children's learning and development.

The manager carries out some evaluation of the setting's practice to identify areas to improve further. Support is in place to help children who are learning English as an additional language and children now follow sound hygiene practices. Suitable procedures are in place regarding the use of mobile phones within the setting and the improved use of risk assessments help to keep children safe.

The manager has attended training on safer recruitment and follows systems to ensure that the staff are vetted appropriately and are suitable to work with young children. All staff are well informed about safeguarding issues and they are confident of their ability to recognise possible signs that a child may be at risk of harm. The setting's policy for safeguarding children is detailed, and staff are clear about what they must do if they have concerns about a child, to help to keep them safe.

Staff implement sound strategies to share information with parents and carers. A dedicated parents' notice board provides written information for them about key workers, procedures and contact information for local services. All of the setting's policies are also on display for parents to access. Parents are invited to attend individual meetings every term to discuss their child's progress and to share their child's folder of observations and assessments. Parents say they are happy with the service provided and that their children are happy while at the setting. Staff understand the importance of working collaboratively with other professionals to provide specific support for individual children.

### **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:**

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person, and any person caring for, or in regular contact with, children is suitable (compulsory part of the Childcare Register)
- ensure that Ofsted is informed of the name, date of birth, address and telephone number of any member of the governing body (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that Ofsted is informed of the name, date of birth, address and telephone number of any member of the governing body (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	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>	107642
<b>Local authority</b>	Southwark
<b>Inspection number</b>	933036
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Rockingham Community Pre-school Committee
<b>Date of previous inspection</b>	26/06/2013
<b>Telephone number</b>	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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