

# Rockingham Community Pre-school Playgroup



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

<b>Inspection date</b>	27 January 2015
Previous inspection date	9 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The manager and staff have not focused sufficiently on updating their training to improve the quality of teaching. This means that activities are not always planned well enough to ensure that children are sufficiently challenged in their learning.
- The manager does not monitor thoroughly enough how well groups of children are developing in order to identify those who might need additional support with their learning.
- The manager and staff do evaluate the strengths and weaknesses of the pre-school. However, they do not take full account of the views of staff, children and their parents when considering what changes are needed.

### It has the following strengths

- Children form secure attachments because adults know them well and develop close relationships. This helps children to feel secure and enjoy their time at the setting.
- Children behave well and have a positive attitude to learning because staff use good strategies, such as visual timetables to support them. As a result, children develop their independence skills and know what is expected of them.
- Children attending who speak English as an additional language are well supported by staff and this helps them make good progress in their language and communication skills.

## What the setting needs to do to improve further

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

- use staff supervision more effectively to assess the strengths and weaknesses of practice and plan an appropriate training programme for staff to develop their skills
- monitor the progress of specific groups of children, so that there is an overview of the progress those groups are making and learning is tailored to raise their achievements.

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

- introduce a more robust system for self-evaluation, and the identification of strengths and weaknesses, and take into account the views of staff, parents and children when planning for improvements.
- promote children's physical skills in the outdoor area by planning a wider range of exciting and challenging activities.

## Inspection activities

- The inspector observed activities in the pre-school and in the outdoor area.
- The inspector carried out a joint observation with the provider.
- The inspector had a meeting with the provider to discuss leadership.
- The inspector looked at records of children's progress, planning documentation and tracking.
- The inspector reviewed evidence of suitability of staff and committee members.

## Inspector

Debra Davey

## Inspection findings

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

Staff provide a suitable range of activities to promote children's learning and development in all areas of learning. Children have free access to a wide range of resources which are presented in an imaginative way to help them develop independence. Accurate observations of children's starting points and their ongoing progress are used to plan for their next steps of learning. Although most activities are used well to teach children new skills, some sessions are less well prepared and this affects children's concentration. Children develop their communication and listening skills which helps them prepare for school. For example, children enjoy stories and songs with staff and learn early writing skills in the pretend post office.

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

Children are actively engaged at the pre-school as they play and learn with the staff. The key person system is used well to ensure that children arrive happily and settle quickly. For example, children who are shy will sit closely to staff at story time and this helps them feel secure. Children learn safe and healthy practices through daily routines as they help to clean tables and wash their hands before snack. They enjoy daily physical play in the garden. However, staff do not focus sufficiently on extending children's physical skills in the outdoor area. For example, some children choose the same activities regularly and staff do not provide alternative challenges. Children who speak other languages are supported because staff use their home language in spoken and written form.

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

The pre-school manager aspires to improve; with support from the local authority she has improved the activities and quality of teaching so that children are now making at least satisfactory progress in all areas of learning. Children's assessments are now used accurately to monitor the progress of individual children. Monitoring does not extend to checking the progress of specific groups of children, who may need extra help to raise their achievements. This means that any gaps in children's progress may not be closing quickly enough. Although the manager provides regular supervision for staff, the meetings are not sufficiently focused on identifying staff's training needs to update their skills and further enhance the progress children are making. Self-evaluation is developing gradually but is not specifically used to focus on improving the quality of teaching. The manager does not regularly involve staff, parents and children, to gain the widest overview possible when planning for improvements. Staff are aware of their responsibility for helping to keep children safe and understand how to use the pre-school policies and procedures. The system for ensuring that staff and committee members are suitable is now robust and all individuals associated with the pre-school have been checked. The staff team work closely with parents; parents spoken to during the inspection are satisfied that their child's care and learning needs are appropriately met.

## Setting details

<b>Unique reference number</b>	107642
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1003209
<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>	9
<b>Name of provider</b>	Rockingham Community Pre-school Committee
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	020 7403 0795

Rockingham Community Pre-School Playgroup is a voluntary playgroup that opened 1975 and registered in 1994. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opens five days a week from 9.15am to 3pm during term time. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently two staff and a volunteer working directly with the children, all hold relevant early years qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

