

Rosehill Playgroup

St Bart's Church Hall, Newton Road,(South East), Ipswich, Suffolk, IP3 8HQ



Inspection date

17 June 2015

Previous inspection date

8 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Despite the well-qualified team some teaching is weak. Adult-led activities are not carried out often enough with older children to prepare them for school. Those which are planned are not always carried out playfully and sometimes are not appropriate for the stage of development of the children taking part.
- Children with English as an additional language sometimes become frustrated and unhappy. This is because strategies to help them develop an understanding of English are not well established. For example, staff do not use picture clues or words in children's home languages to help them learn about boundaries and routines.
- The manager does not regularly observe teaching practice, monitor planning or meet with staff on an individual basis to discuss their performance. As a consequence, training is not precisely targeted to improve teaching and ensure the learning and development experiences for children continually improve.
- Reviews of the setting's strengths and weaknesses do not focus enough on the learning and development requirements. Consequently, some of these requirements are not met.

It has the following strengths

- Staff support children well emotionally for their move on to school. For instance, children have a number of visits to school with their key person during the term before they move.
- Staff develop positive relationships with parents. Parents say that staff make them feel welcome and share lots of information about what their children are learning. This means there is continuity in children's development and care.

What the setting needs to do to improve further

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

- use the observations and assessments staff make of children to plan a balance of suitably challenging adult-led and child-initiated activities that take into account children's different learning styles, so children can make good progress
- improve provision for children who speak English as an additional language to ensure they are supported in their language development, for example, by using some words in their home language in the setting and using pictures and non-verbal clues to help them understand the routines and boundaries
- ensure supervision of staff is effective in order to provide coaching and training to support their continual professional development, with specific regard to improving the quality of their planning and teaching to a consistently good standard.

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

- improve self-evaluation of the setting so weaknesses, particularly in teaching and learning, are quickly identified and continual improvement is maintained.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

Inspector

Joanne Gray

Inspection findings

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

Staff have an appropriate understanding of the Early Years Foundation Stage and make suitable observations of children to find out their stage of development. However, they do not always use these observations and assessments to plan appropriately challenging activities. There are not enough adult-led activities to prepare older children for their move to school. In addition, when staff do carry out adult-led activities, teaching skills are sometimes poor and they are not always carried out in a playful manner. For example, during an activity to encourage mathematical skills, staff ask children 'What number is this?' Children have not yet developed this skill and they are put on the spot with the direct questioning. This means they lose interest and planned learning targets are sometimes missed. Nonetheless, staff do provide a range of stimulating resources for children to explore, both indoors and outdoors. Therefore, children are engaging in activities and at these times are mostly making good enough progress in their learning.

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

Children have developed appropriate attachments to staff and so are happy and settled in the setting. Children enjoy healthy and nutritious snacks and their parents are asked to provide lunch boxes that are equally nutritionally well balanced. This helps to promote children's understanding of a healthy lifestyle. Children are developing independence because they can choose where they want to play and staff encourage them to do things for themselves. For example, they can decide if they want to play indoors or outdoors and pour their own drinks at snack time. Children play outside every day and benefit from fresh air and physical activity. Children who speak English as an additional language are not making the best possible progress. This is because strategies to support them during their play are not fully established. Sometimes they find it difficult to understand what is expected of them and this affects their happiness and well-being. Generally children have good relationships with each other and get along well.

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

Staff have an adequate knowledge of child protection procedures and continually monitor the environment to keep children safe. There are appropriate systems in place to check the suitability of staff and new staff are given thorough induction into the setting. This means they know what is expected of them from the start. However, checks on the quality of teaching and the balance of adult-led and child-initiated activities are not in place. Therefore, the management are unable to provide more effective supervision for staff and do not successfully target training to improve teaching and children's progress. The manager reviews the setting's strengths and weaknesses to inform priorities for improvement. Although she does not focus enough on the learning programmes and some weaknesses are missed. There are links established with other professionals to support children with special educational needs and/or disabilities.

Setting details

Unique reference number	251616
Local authority	Suffolk
Inspection number	866558
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	64
Name of provider	Rosehill Playgroup Committee
Date of previous inspection	8 February 2011
Telephone number	07778452890

Rosehill Playgroup registered in 1970. The setting employs nine members of childcare staff. All staff hold appropriate early years qualifications ranging from level 2 to level 5. The setting opens Monday to Friday during term time from 9am to 3pm. It provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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