

# Little Sprouts Playgroup

Bramford Lane, Ipswich, IP1 5BS



<b>Inspection date</b>	15 December 2016
Previous inspection date	28 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Committee members who have not yet had their suitability to work with children established are allowed access to confidential information about children and their families.
- Self-evaluation is ineffective. The leadership team are unable to identify weakness in the quality of the provision. They demonstrate little evidence of how they are able to drive improvement without support from the local authority.
- Supervision procedures are weak. Consequently, staff do not have a clear picture of how they can improve their practice.
- The manager's monitoring of the quality of teaching is not robust and therefore, the quality of teaching is variable.
- Children who speak English as an additional language are not supported well enough to make good progress.
- The manager does not monitor children's learning well. As a result, gaps in children learning are not identified .
- Some staff do not plan activities that provide children with appropriate challenge to support their learning and development.

### It has the following strengths

- Children demonstrate secure independence skills. They help to carry out everyday tasks, such as washing up and preparing food for snack.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure that confidential information is only accessed by people who have the appropriate suitability checks in place	05/01/2017
■ put appropriate arrangements in place for the supervision of staff; provide them with support, coaching and training that enables them to promote the welfare, and learning and development of all children	14/02/2017

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the quality of teaching so that all children experience activities that provide sufficient challenge to promote their learning and development	14/02/2017
■ ensure that children who speak English as an additional language are supported to make good progress	14/02/2017
■ ensure that monitoring of children's progress is used to identify and address gaps in learning.	14/02/2017

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

- improve the experiences of children by implementing an effective process of self-evaluation and take action to address identified weaknesses.

## **Inspection activities**

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager who is also the provider. She looked at relevant documentation, such as risk assessments, policies and procedures.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## **Inspector**

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The leadership team does not monitor the quality of the playgroup well enough. Consequently, there are several breaches of the learning and development, and safeguarding and welfare requirements. Some action has been taken to address the notice set at the previous visit. Committee members whose suitability has not been established are carrying out tasks, such as attending child protection meetings. They also have access to confidential information about children and their families. Therefore, safeguarding is not effective. The manager does not provide staff with regular supervision and coaching for their roles. Weaknesses in practice are not identified quickly enough. For example, key workers are not aware of what children's home languages are and therefore, they are not using this information to help children to settle and develop their communication skills. The manager operates safe recruitment measures for staff who work directly with children, ensuring they are suitable. Effective procedures are carried out to ensure the premises remain secure. Records of accidents are completed accurately and appropriate risk assessments are in place for outings to keep children safe. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have child protection concerns. Concerns are reported to the relevant agencies without delay to protect children's welfare.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is not always good enough, even though all staff hold relevant early years qualifications. Children experience some good teaching but this is not consistent throughout the playgroup. For example, when children are playing with sand staff watch the children and repeat what the children are saying. However, they do not use this as an opportunity to ask children questions about what they are learning. This limits children's ability to solve problems for themselves and make links with their ideas. Some staff get down to children's level and build on their language skills, by adding new words into their vocabulary. Staff use sign language well to help young children communicate. Staff complete regular and accurate assessments of what children know and can do. However, this information is not always used effectively to plan activities that provide children with sufficient challenge. Staff engage parents appropriately in their children's development. They encourage parents to continue supporting their children's learning at home.

### Personal development, behaviour and welfare are inadequate

Children's safety cannot be assured as people are having access to confidential information that should not be. Children settle well and form close attachments to their key person, staff and each other. The environment is well resourced and toys are easily accessible to children. Children have plenty of opportunities to take part in physical exercise and go outside daily for fresh air. Staff encourage children to share and take turns and develop their social interactions with their peers. Children follow appropriate hygiene routines and staff are respectful of children's privacy when carrying out care procedures, such as nappy changing. Staff give children clear guidance on what is

acceptable behaviour. For example, staff sensitively remind children to be kind to each other. As a result, children respect each other and behave well.

### **Outcomes for children require improvement**

Children who speak English as an additional language are not supported well enough. As a result, these children do not make good enough progress in all areas of learning, including how well they settle and with their communication and language skills. Due to the inconsistent tracking of individual children's and groups of children's progress the playgroup is unable to demonstrate that children are making good progress or that staff have appropriate planning in place to help children move forward in their learning. Despite this, children are adequately prepared for the next stage in their learning, including starting school. They have suitable manners and are considerate of one another. Children develop a love of books and singing songs. They are familiar with daily routines and take an active role in group activities. Children develop secure physical skills. They learn to balance on one leg, ride bikes and use outdoor play equipment with confidence.

## Setting details

<b>Unique reference number</b>	251662
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1079975
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Little Sprouts Playgroup Committee
<b>Registered person unique reference number</b>	RP901892
<b>Date of previous inspection</b>	28 January 2014
<b>Telephone number</b>	01473 402 207

Little Sprouts Playgroup was re-registered in 1994. The playgroup employs 13 members of childcare staff who all hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. It opens from Monday to Friday for 50 weeks a year. Sessions are from 8am until 6pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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.

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