

# Grundisburgh Playgroup

Alice Driver Road, Grundisburgh, Woodbridge, Suffolk, IP13 6XH



## Inspection date

21 February 2017

Previous inspection date

18 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider, manager and staff do not demonstrate a sufficient understanding of their roles and responsibilities. Weaknesses in the organisation and in practice have a significant impact on children's safety, care and learning.
- The suitability of all members of the committee has not been established. Ofsted has not been provided with the required information to carry out suitability checks on them.
- The manager and staff do not have a secure understanding of how to safeguard children. They do not follow recognised Local Safeguarding Children Board procedures, including sharing information with relevant agencies where appropriate.
- Staff recruitment is not carried out in line with recognised procedures to establish the suitability of those working directly with children.
- A valid Disclosure and Barring Service check has not been obtained for all those who are working directly with children. Staff have not been made fully aware of the need to disclose any information that may affect their suitability to work with children.
- There are no effective procedures in place for the supervision of the manager and staff.
- The provider has failed to make records relating to staff available for the purpose of inspection. The playgroup's Ofsted registration certificate is not on display.
- Staff's assessments of children's development do not accurately identify where they are in all areas of learning or their starting points.
- Staff do not provide enough individualised support for children who need it. Children are not effectively supported in managing their feelings and behaviour.

### It has the following strengths

- Staff regularly welcome parents into the playgroup to help, sharing in the activities and occasional outings with their children.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that the committee has a clear understanding of their roles and responsibilities with regard to the early years foundation stage in order to identify and address weaknesses and lead improvement in the setting</li> </ul>	19/04/2017
<ul style="list-style-type: none"> <li>■ provide Ofsted with the information necessary to carry out suitability checks for all committee members</li> </ul>	30/03/2017
<ul style="list-style-type: none"> <li>■ ensure that all staff gain a secure knowledge and understanding of current safeguarding issues in order to recognise and respond to signs and symptoms of abuse or neglect</li> </ul>	30/03/2017
<ul style="list-style-type: none"> <li>■ ensure that appropriate action is taken to notify the relevant agencies of any concerns about the safety or welfare of a child without delay</li> </ul>	30/03/2017
<ul style="list-style-type: none"> <li>■ ensure that all those working with children are suitable for their roles and that staff fully understand that they must disclose any information that may affect their ongoing suitability to work with children</li> </ul>	30/03/2017
<ul style="list-style-type: none"> <li>■ develop and implement a robust procedure for staff recruitment, including obtaining Disclosure and Barring Service checks for all staff</li> </ul>	30/03/2017
<ul style="list-style-type: none"> <li>■ retain a record of the identity checks and vetting processes for all staff, including the disclosure reference number, date of check and details of who obtained the checks</li> </ul>	19/04/2017
<ul style="list-style-type: none"> <li>■ provide effective support and supervision to all staff including the manager to ensure that they are sufficiently skilled and knowledgeable and have a clear understanding of their roles and responsibilities</li> </ul>	19/04/2017
<ul style="list-style-type: none"> <li>■ ensure that the certificate of registration is clearly displayed and that this is shown to parents on request</li> </ul>	30/03/2017
<ul style="list-style-type: none"> <li>■ ensure that records are easily available for the purpose of inspection and that there is evidence of a prior arrangement with Ofsted where records are stored off the premises.</li> </ul>	30/03/2017

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the quality of assessment of each child's capabilities and needs, including seeking detailed information from all parents when children first begin, in order to identify their individual starting points in learning</li> </ul>	19/04/2017
<ul style="list-style-type: none"> <li>■ plan activities that are based on children's individual needs, interests and preferred ways of learning in order to promote their good progress in all areas of their development</li> </ul>	19/04/2017
<ul style="list-style-type: none"> <li>■ ensure that children are effectively supported in managing their feelings and behaviour, in order for children to learn about the consequences of their actions on others.</li> </ul>	19/04/2017

**Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the playgroup manager and provider and discussed the self-evaluation process. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**

Kate Hipperson

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. Staff do not fully understand how to safeguard children. They do not demonstrate a secure understanding of recognising and responding to indications that may give cause for concern about a child's welfare. Several members of the committee have been acting in their roles without valid Disclosure and Barring Service checks in place. Despite reminders from Ofsted to provide the relevant information about these persons, the correct processes have not been followed to complete the necessary checks on their suitability. The procedure for recruiting staff is not robust. Staff recruitment records are unavailable for inspection. This means that the provider is unable to demonstrate how staff's suitability has been determined. The manager has not received supervision from the provider and this has contributed to failures in following Local Safeguarding Children Board procedures. This includes staff's lack of awareness of informing the provider of any changes to their circumstances which may affect their suitability. The manager does not recognise the impact that insufficient supervision of staff has on their ability to offer consistently good support for children. Regular newsletters keep parents updated about the playgroup's activities. Staff provide some useful information to help parents to support their child's learning at home.

### **Quality of teaching, learning and assessment is inadequate**

The quality of assessment is poor and teaching is erratic. Staff do not collect sufficient information from all parents to help them to accurately identify children's starting points in learning. This affects staff's ability to recognise and plan for their individual needs. The manager does not know how to improve the assessment and planning for children's individual needs. Where some children's learning needs are identified, staff are not deployed effectively to help them to make good progress. There is a reliance on whole-group activities that staff ask all children to participate in. While children enjoy some of these occasions, the activities are not always effectively planned to support individual children's learning needs. Those children who learn more effectively in smaller groups or through self-initiated play do not have enough opportunities to do so. However, staff show some appropriate skills when interacting with children. For example, they join in with the play as children pretend to buy and sell items including wellingtons and vegetable seeds. Staff encourage children to understand mathematical concepts during their play. For example, staff encourage them to count and consider numbers as they operate a pretend cash register.

### **Personal development, behaviour and welfare are inadequate**

Children's safety is not assured due to inadequate leadership and management. Staff do not recognise occasions where information they know about a child could indicate a possible cause for concern about their well-being. They do not respond swiftly in order to share relevant information with statutory agencies to safeguard children. Parents cannot be assured of the suitability of some staff or the people on the committee who are legally responsible for their child's welfare, care and education. Despite this, children show some enjoyment during their time at the playgroup. Staff are interested in what children say and chat to them about a variety of topics. Children play actively with a variety of toys, such as

an indoor climbing frame and wheeled toys in the garden. This supports their physical development including balance and coordination. Although staff respond when children begin to show unwanted behaviours that may pose a risk to themselves or other children, they do not help children to understand their emotions or how their behaviour has an impact on others. This affects children's ability to self-manage their behaviour.

### **Outcomes for children are inadequate**

Children do not make sufficient progress because of the poor assessments and weak teaching. Children's progress in some key areas of learning, such as developing skills in managing their feelings and behaviour, is poor. This does not support children to be ready for school when the time comes. However, children begin to recognise numbers, add and subtract. They develop an interest in songs, rhymes and books. This supports the development of their communication and language skills. Most children speak with confidence to adults and their peers. Children develop some independence in self-care, such as tidying up after themselves and putting on their own shoes.

## Setting details

<b>Unique reference number</b>	251499
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1063810
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Grundisburgh Early Years Centre/Playgroup Committee
<b>Registered person unique reference number</b>	RP523218
<b>Date of previous inspection</b>	18 November 2013
<b>Telephone number</b>	01473 735161

Grundisburgh Playgroup was registered in 1995 and is operated by a committee. The playgroup employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 3 and one at level 2. The playgroup operates during term time only. It opens on Mondays and Tuesdays from 9.10am until 3.10pm. A lunch club is offered from 12.10pm until 1.10pm on these days. On Wednesday, Thursday and Friday the playgroup is open from 9.10am until 12.10pm. It 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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Piccadilly Gate  
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