

Roundabout Playgroup

Wick Church Hall, Wick Street, Littlehampton, West Sussex, BN17 7JS



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| Inspection date | 17 November 2017 |
| Previous inspection date | 12 March 2015 |

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

Summary of key findings for parents

This provision is inadequate

- Children's welfare and safety are compromised. The lead safeguarding practitioner does not have an up-to-date knowledge of safeguarding issues, including awareness of the 'Prevent' duty guidance. She has not provided staff with adequate training to understand all of the indicators of potential harm to children, such as preventing children from being exposed to extreme behaviours and views.
- The manager does not use self-evaluation effectively. For example, she has failed to identify gaps in staff safeguarding knowledge, leading to breaches in requirements.
- The manager does not fully monitor and track different groups of children, such as funded children, to help identify any gaps in their learning quickly and raise outcomes.
- The manager does not monitor and support staff practice thoroughly enough to raise the good quality of teaching further.

It has the following strengths

- The manager and staff are enthusiastic and caring. They create a calm and positive environment where children feel welcome, valued and happy.
- Partnerships with parents are effective. Parents have regular access to children's development records and staff regularly share children's next steps in learning.
- Staff know the children well and regularly observe their play. They keep accurate records of individual children's development and plan well to support children's good outcomes in learning.

What the setting needs to do to improve further

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

Due Date

- ensure the practitioner with lead responsibility for safeguarding has a clear understanding of their role to enable them to provide support, advice and guidance to staff on safeguarding issues, including any signs that children are at risk of being drawn into radicalisation. 17/12/2017

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

- make effective use of self-evaluation to identify and address breaches in requirements
- monitor the progress children make more precisely to help support specific groups of children further and raise children's outcomes to the highest levels
- improve the monitoring of staff performance and provide further support to help raise their good practice even further.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the playgroup's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager, who is the lead practitioner for safeguarding, lacks awareness of her role and responsibilities to ensure the safety of vulnerable children. Systems to ensure all staff have an up-to-date knowledge of current safeguarding procedures are not effective. Staff do not know how to assess and address risks to children being drawn into radicalisation. Overall, the manager offers effective support and coaching to staff and discusses new ideas during staff meetings to help maintain their good practice. However, she has not identified ways to raise staff practice to the highest levels. The manager does not review children's learning precisely enough to identify any issues with the progress of different groups of children. She is not accurately evaluating the playgroup to help her to regularly identify and address areas of weakness. However, there have been some positive improvements to the provision. For example, the manager has introduced new scooters to support children's balance, coordination and physical skills. She has also added new opportunities for children to explore and learn about technology, such as using the playgroup's electronic tablet to complete challenges.

Quality of teaching, learning and assessment is good

The well-qualified staff team takes good account of children's interests. Staff plan a challenging and stimulating environment which helps to motivate children in their learning. For example, children happily act out real-life experiences in the role-play supermarket. The 'shoppers' decide what food they want and put it in baskets, taking it to the 'workers' who pretend to scan the objects using play tills. Staff encourage children to talk about prices and count toy money with them, supporting their mathematical skills well. Staff join in with children's play skilfully and support their learning successfully. For example, as children explore toy insects, staff encourage them to identify each one, looking closely at their size, number of legs and colour. Children then use books to find pictures and information about the insects they find.

Personal development, behaviour and welfare are inadequate

The manager and staff lack awareness of current safeguarding legislation and some practices, such as the 'Prevent' duty, which means children's safety and welfare are compromised. Children develop positive early independence and enjoy being given responsibilities. For example, they are all given individual chopping boards and knives to prepare their healthy snack. Children enjoy plenty of opportunities to be active and exercise in the well-resourced outdoor area. For example, they manoeuvre bicycles around obstacles in the garden and enjoy playing running games. Children behave well and staff gently encourage them. Children are kind, considerate and make early friendships. For example, they enjoy looking through books together and take turns telling stories by looking at the pictures on the pages.

Outcomes for children are good

Children enjoy their learning and concentrate well. For example, they take their time moulding dough and pay good attention to detail, making a 'family of snails'. Children are

creative and use equipment well. For instance, they safely and securely use scissors to create collages of their favourite toys to create their 'Christmas lists'. Children are learning to write their name and develop good early literacy skills. They are confident and express themselves well, happily talking about their interests and recent experiences. Children develop good mathematical understanding and quickly gain the skills needed for the next stage in their learning and for school.

Setting details

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| Unique reference number | 113682 |
| Local authority | West Sussex |
| Inspection number | 1089120 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 21 |
| Name of registered person | Lynda Mary Vallance |
| Registered person unique reference number | RP512045 |
| Date of previous inspection | 12 March 2015 |
| Telephone number | 07946 283750 or 01903 722138 |

Roundabout Playgroup registered in 1992 and is located in Wick Church Hall, near Littlehampton, West Sussex. The playgroup opens Monday to Friday from 9am until midday, during term time only. The provider receives funding to provide early education for children aged two, three and four years old. The playgroup employs seven staff, five of whom hold relevant early years qualifications at level 3.

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