

Rosehill Playgroup

St. Bartholomews Church Hall, Newton Road, Ipswich, IP3 8HQ



Inspection date	9 January 2018
Previous inspection date	26 May 2016

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		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

- The provider has failed to notify Ofsted of a significant event that required a child to be taken to hospital.
- Management has not carried out effective risk assessments to ensure that hazards are identified to help make sure that the physical environment is safe for children. Hazards, such as stacked chairs, have not been made safe, which poses a significant risk to children's safety.
- Staff do not ensure that all children have daily opportunities to experience activities outdoors.
- Management has embedded how it identifies and monitors gaps in the attainment levels between groups of children so that steps can be taken to close them.

It has the following strengths

- The management team demonstrates a commitment to continuous improvement. Action has been taken to address the recommendations from the last inspection. For example, the team has revised how staff plan for children's learning so that all children are offered sufficient challenge.
- Children are happy and settled in this welcoming playgroup. They build close emotional attachments to staff, readily seeking out familiar adults for a cuddle and reassurance.
- Partnerships with other professionals involved with the children are well established. This helps to ensure that children's individual learning and development needs are met.

What the setting needs to do to improve further

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

	Due Date
■ carry out robust risk assessments that remove and minimise potential risks to children	31/01/2018
■ take all reasonable steps to ensure that children can play safely and are not exposed to hazards	31/01/2018
■ ensure all children are provided with daily opportunities to take part in outdoor activities.	31/01/2018

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

- embed how the learning and development of different groups of children are evaluated so that any gaps can be identified and managed at the earliest opportunity.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager. The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Risk assessments are not effective and do not identify potential hazards. The provider has failed to notify Ofsted of a significant event and insufficient action has been taken to safeguard children following this incident. For example, chairs are still stacked where children can pull them over or fall against them. In addition the push-bar fire door is not sufficiently guarded to prevent children from opening it and leaving the premises unsupervised. This puts children at significant risk. However, staff do understand their responsibilities with regard to child protection. They receive regular training to help ensure that they know how to report concerns. Staff are enthusiastic and work well together as a team. There is a programme of regular supervision to help support staff practice and continuing professional development. The monitoring of groups of children is yet to be evaluated to ensure that children make consistent progress and that gaps in attainment levels are quickly closed.

Quality of teaching, learning and assessment requires improvement

Staff do not provide all children with daily opportunities to be outdoors or provide alternative physical activities indoors. Children who need to run around and be active are not consistently able to do so. Despite this, staff do know the children well and provide activities that children enjoy. They respond readily to children's interests. For example, when children are playing with a doll's house staff talk to them about their home lives. A child tells a member of staff that his daddy uses a hammer. Staff respond quickly to provide wood and tools that children use enthusiastically. Staff talk to children about safe practices, such as using safety glasses to protect their eyes. They observe children as they play and evaluate their observations to identify what they need to do to support children's progress. Staff are confident to carry their findings through into planning.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management have a significant impact on children's welfare. However, children do enjoy their time in the playgroup. The key-person system is effective and each child has a named person to take responsibility for their care and learning. In the absence of the main key person there is another named adult to help ensure that children's care and learning needs continue to be met. Parents speak highly of the staff, describing them as 'amazing'. Parents appreciate the advice and support they are given with child-rearing practices, such as potty training. Staff are good role models who support children to behave well. Children play together and share popular resources.

Outcomes for children require improvement

Despite the weaknesses in monitoring groups of children, staff do check the progress of individual children. Children are working within the expected development bands for their age. They develop the basic skills needed to be ready for school and are confident to embrace new experiences. They lead their own play and count confidently in routine play situations. Children manage their self-care skills relevant to their age.

Setting details

Unique reference number	251616
Local authority	Suffolk
Inspection number	1120489
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	43
Name of registered person	Rosehill Playgroup Committee
Registered person unique reference number	RP905919
Date of previous inspection	26 May 2016
Telephone number	07778 452 890

Rosehill Playgroup registered in 1970. The playgroup employs 12 members of childcare staff. Of these, nine staff hold qualifications at level 2 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until midday and from midday until 3pm. Children are able to attend morning or afternoon sessions. There is also a lunch club for children who attend all day. The playgroup provides funded nursery 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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