

Orford Shrimps Playgroup

Orford Primary School, School Lane, Orford, Woodbridge, Suffolk, IP12 2LU



Inspection date

27 March 2018

Previous inspection date

9 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

- Staff have a poor understanding of how to safeguard children. They are not aware of the procedures to follow to report concerns. The deputy designated person for safeguarding is not aware of how to respond to concerns about staff.
- Children are not safe. Staff are not aware of how to recognise and respond to concerns that a child or a family may be at risk. They are not aware of the statutory guidance to follow or who to report their concerns to. Staff do not have any knowledge of wider safeguarding issues. They are not aware of the wider signs and symptoms of abuse and neglect or how to respond to such concerns.
- New staff are not provided with sufficient information about the playgroup's policies and procedures so that they can safeguard children.
- The provider's supervision of the manager and staff is poor. Systems in place to monitor staff practice, with particular regard to safeguarding children, are not effective. Weaknesses in practice are not identified.
- The quality of teaching is variable. Staff do not have high enough expectations of children. They do not use what they know about the children to provide stimulating interactions to extend what children already know and can do.

It has the following strengths

- Staff provide children with many opportunities to experience physical exercise and fresh air. Children attend regular outings to nearby parks and play areas.

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
<ul style="list-style-type: none"> ■ ensure the designated persons for safeguarding have a secure understanding of their roles and responsibilities and that they provide effective support and accurate advice and guidance to all other staff, including the action to take if there is an allegation about a member of staff or there are concerns that a child or family is at risk of radicalisation 	08/05/2018
<ul style="list-style-type: none"> ■ train all staff to understand the safeguarding policy and procedures and ensure they have update to date knowledge of safeguarding issues so that they are able to identify signs of possible abuse and neglect at the earliest opportunity, and respond in a timely and appropriate way 	08/05/2018
<ul style="list-style-type: none"> ■ ensure that all staff have regard to the 'Prevent duty guidance for England and Wales 2015' and understand how to identify and respond to concerns 	08/05/2018
<ul style="list-style-type: none"> ■ ensure that all staff, including the manager, receive induction training to help them understand their roles and responsibilities. Induction training must include information about safeguarding and child protection issues 	08/05/2018
<ul style="list-style-type: none"> ■ put appropriate arrangements in place for the supervision of staff, including the manager and designated safeguarding person, to ensure they are aware of the responsibilities of their roles, with particular regard to safeguarding and child protection issues. 	08/05/2018

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

	Due Date
<ul style="list-style-type: none"> ■ ensure an appropriate balance between child-led and adult-led play by responding to children's needs and interests, enabling them to lead their own play and solve problems 	01/06/2018
<ul style="list-style-type: none"> ■ improve the quality of teaching and ensure that adult interactions are purposeful and help to extend children's learning 	01/06/2018

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 completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as the playgroup's policies and procedures, and evidence of the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector

Daniella Adams

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider does not protect children from harm. Staff are aware of some signs and symptoms of abuse. But, they are not aware of the procedures to follow to report their concerns. Staff have a poor knowledge of wider safeguarding matters. They do not know how to recognise and respond to families that may be at risk. Staff are not aware of statutory guidance, such as the Prevent Duty. Therefore, they do not know how to recognise and respond to such issues to protect children from harm. The new manager has not had the appropriate training or support from the provider to enable her to carry out her role effectively. Weaknesses in practice are not identified or addressed. As a result, children are not kept safe. New staff are not given any training in the setting's policies and procedures, with particular regard to safeguarding. As a result, their child protection knowledge is poor and they are not aware of who to report their concerns to.

Quality of teaching, learning and assessment requires improvement

Staff understand what children know and can do. But, they do not use this information to extend children's learning. Despite staff planning next steps to support children's learning, they do not put this into practice well enough. Staff do not encourage children to do things for themselves. Staff step in too often to tell children how to do something rather than helping them to develop their own thinking and problem solving skills. Staff do not seize opportunities to build on what children already know during play activities. Instead they have pre-planned activities that do not motivate children to learn more. As a result, they miss learning opportunities. For example, staff approach children playing with toy cars and say it is time to do numbers. Children are not keen to participate as staff do not use children's interests in the cars to build on their mathematical skills. Staff work well with other agencies to support children with special educational needs and/or disabilities. They liaise with health professionals to devise a plan to support the children in their development. Partnerships with parents make a positive contribution to children's development at home and at the setting.

Personal development, behaviour and welfare are inadequate

Staff's poor understanding of safeguarding policies and practices means that children are not kept safe. Staff promote appropriate manners and encourage children to follow suitable hygiene routines. Children behave well. Staff encourage children to develop empathy and show kindness towards others. Staff provide a well-resourced environment indoors and outside.

Outcomes for children require improvement

Due to the variable quality of the teaching children are not ready for the next stage in their learning, particularly older children as they move on to school. Some children make expected progress in their development and gain some independent skills, for example, choosing from the wide range of toys and resources without adult support. They also learn appropriate social skills, listen to instructions and join-in group activities, such as circle time.

Setting details

Unique reference number	251587
Local authority	Suffolk
Inspection number	1132640
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	18
Number of children on roll	22
Name of registered person	Orford Shrimps Playgroup Committee
Registered person unique reference number	RP523240
Date of previous inspection	9 May 2016
Telephone number	01394 459768

Orford Shrimps Playgroup registered in 2001. The playgroup employs four members of childcare staff. All hold appropriate early years qualifications at level 2 or above. The playgroup opens four days a week, term time only. Sessions are from 8.30am to 3pm on Monday, Wednesday and Friday and 8.30am to 12.30pm on Tuesday. The playgroup provides funded early education for two-, three- and four-year-old children.

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