

# Inspection of Ashwell Playgroup

Village Hall, West End, Ashwell, BALDOCK, Hertfordshire SG7 5PJ

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Inspection date: 27 February 2020

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is inadequate

Leaders have failed to inform Ofsted of changes to the management committee. Therefore, Ofsted has not been able to complete checks to ensure the suitability of persons who make up the registered body. Additionally, committee leaders do not know how to manage allegations made against adults who work with children. As a result, children's safety is further compromised.

Children are happy to come into the playgroup and say goodbye to parents as they settle quickly into the routine. Children who are new to the setting attend shorter sessions but have already begun developing bonds with adults. These positive relationships and settling sessions support children's confidence to explore their new surroundings at their own individual pace.

Children enjoy playing role-play games, such as 'shops', with adults and their peers. During their shop game, children are supported by adults to take turns in buying items of their choice. Children also develop their communication skills as they ask for the prices of items and use monetary terms, such as 'seven pounds'. Adults support children at their level when they speak to them and play with them.

### What does the early years setting do well and what does it need to do better?

- Members of the committee are not fully aware of the significance of their role in regard to safeguarding children. Their lack of awareness has resulted in breaches of the requirements to inform Ofsted of new adults in responsible positions. Children's safety is potentially at risk because suitability checks have not been completed for those who hold positions of power.
- Committee members have no knowledge of the outside authorities to contact if allegations are made against adults who work with children. Children's and adult's well-being are highly compromised due to the lack of safeguarding knowledge and management within the committee team.
- Children are keen and confident to join in with songs and discussions during group times. However, sometimes adults fail to recognise when every child in the group is not participating equally. This means that quieter children can miss out on learning opportunities, as more confident children dominate the session.
- Children's thinking and problem-solving skills are consistently developed by adults who hold interesting conversations with them during their play. For example, while playing outside in the snow, adults ask children to think about ways to warm up their hands. Adults recall information they read from a book with children about tractors and snow ploughs. This helps children to apply what they know to their current experiences, which deepens their knowledge and understanding.
- Children and adults enjoy reading stories together throughout the playgroup

session. The open planned space encourages children to take books from one area to another and incorporate books into their games. This demonstrates how adults and the playgroup's curriculum are successfully developing children's early love of reading.

- The manager is highly focused on raising the knowledge and practice of adults who work with children. She has made changes, following recent training, to improve the way adults develop boys' creative skills. As a result of these changes, adults plan more innovative creative activities to channel boys' interests and typical learning styles.
- Adults who work with children speak highly of the manager, who supports them with their workload and leads by good example. Adults with less teaching experience are given extra support in fulfilling vital roles, such as being a key person.
- Parents are extremely happy with the care and education their children receive. They consistently praise the manager and her team for their dedication to making children's learning and development continually progress.
- Children are growing increasingly independent as they take off and hang up their own art aprons. Adults make plenty of interesting resources available to children. This encourages children to take the lead in their learning and extend activities with items of their own choice.
- Adults make effective use of assessments and contacts with outside professionals to improve standards and outcomes for children. The expectations for children with additional needs are also high.

## Safeguarding

The arrangements for safeguarding are not effective.

Those with responsibility for the playgroup have not followed their duties to ensure that the suitability of registered adults are checked. This does not help to protect children against adults who may pose a risk to their safety. The management committee do not demonstrate knowledge of how to manage allegations made against adults. This means that any allegations made against a member of staff may not be managed by those with responsibilities in the correct way. However, despite this, the manager and adults working directly with children know how to identify signs of abuse and follow correct procedures to report concerns. They also have a secure knowledge of how to use 'whistle blowing' procedures to report relevant concerns.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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provide Ofsted with the correct information, so the suitability of individuals responsible for the playgroup's management can be verified	02/04/2020
ensure all persons with responsibility understand the local safeguarding policies and procedures to follow, in regards to managing allegations made against adults who work with children.	02/04/2020

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

- review and develop the organisation of group teaching activities, to enable less confident children to fully participate.

## Setting details

<b>Unique reference number</b>	146861
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063672
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	22
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Ashwell Playgroup (Hertfordshire) Committee
<b>Registered person unique reference number</b>	RP523544
<b>Telephone number</b>	07565 528194
<b>Date of previous inspection</b>	13 January 2016

## Information about this early years setting

Ashwell Playgroup registered in 1975. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above. The playgroup operates Monday to Friday, from 8am until 1.15pm, during term time. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Reynolds

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors to assess the impact on children's learning.
- The inspector held a number of discussions with adults and children throughout the inspection. She looked at relevant documentation and reviewed evidence of adults' training and qualifications.
- The inspector and the manager completed a joint observation of an activity to identify areas of strength and areas for improvement.
- The inspector took account of the views of parents through discussions and written feedback provided.
- The inspector and the manager completed a learning walk to understand how the early years provision and curriculum is organised.
- A meeting was held between the inspector and the manager to evaluate the effectiveness of training, supervisions, policies and procedures.

We carried out this inspection 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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