

# Inspection of Rawlins Under 5's Playgroup

St. Bartholomews Primary School, Willowcroft, Quorn, LOUGHBOROUGH,  
Leicestershire LE12 8HQ

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Inspection date: 17 November 2021

<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**

Children's safety and welfare is compromised. This is because the provider has not ensured that the people who have overall responsibility for the leadership of the playgroup have had their suitability checked with Ofsted. Children are cared for by staff who do not have a secure understanding of their roles and responsibilities. For example, some staff do not know the appropriate referral procedures to follow if they suspect a child is at risk of harm or abuse. This includes when children may be vulnerable to extreme views.

Children arrive happily at the playgroup. They are enthusiastic to greet staff and play with toys and resources offered. Children show good imaginative skills, behave well and learn to share. For instance, they cooperate with their friends as they play with toy cats. They pretend that wooden blocks are cat food and take it in turns to put their toy cat to the bowl to eat. Children develop a love of books, they concentrate and listen to stories that staff read to them. They sit well and answer questions when staff ask them what they can see on the pages. In the playgroup garden, children develop their physical skills. For instance, they demonstrate good balance and coordination, when they ride on scooters and balance bikes. Children take and manage risks when they move around accurately and avoid obstacles in their pathway.

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

- The provider has not ensured that Ofsted has received appropriate information about all committee members, to enable suitability checks to be carried out. These members take an active part in the running of the playgroup. For example, they are responsible for reviewing policies and procedures. Some staff say that they would share safeguarding concerns about children or staff with committee members. This lack of knowledge about the correct procedures to follow compromises children's safety and welfare.
- Some staff do not have a secure enough knowledge and understanding of safeguarding issues, including the 'Prevent' duty guidance. In the absence of the manager, they do not know who to report concerns about children's safety to, or how to manage any concerns about colleagues.
- The provider has not ensured that recruitment of new staff is robust. For example, the manager has failed to seek out references for some staff. This means that the suitability of staff cannot be assured.
- The manager has not completed full induction procedures with some staff. This means that some staff do not know their roles and responsibilities, specifically about how to keep children safe.
- Staff keep parents informed of their children's achievements, such as at parent's evenings. Parents comment positively about staff. They say that they are

'friendly' and 'know the children well'. However, staff do not always share information with other early years settings children also attend to help promote consistency in children's learning.

- Staff actively promote positive behaviour. For instance, when children play outdoors with bats and balls, staff remind children to share and take turns to hit a ball that they throw to them. Staff give children plenty of praise and encouragement for their achievements.
- Children with special educational needs and/or disabilities are supported well by staff and the special educational needs coordinator. They work closely with parents and other professionals to promote children's individual needs, such as to develop their speaking skills.
- Staff encourage children to learn skills in preparation for their move on to school. For example, they encourage children to be independent. Staff give children time to put on their own waterproof trousers and boots when they want to play in the garden. Children show good hand-eye coordination when staff provide them with opportunities to use spades to pour sand into containers.
- When children first start, staff find out about children's home life. They use this information to identify that some children do not have experiences to learn about how fruit and vegetables grow. Because of this, during snack time when children eat carrots, staff talk to them about how the carrots grow. They explain how they need water and that they grow in the ground.
- The provider supports staff to attend training courses to help extend their knowledge of how to use the curriculum to plan for children's progress. For example, to help close gaps in children's communication and language development. Staff plan small group times that focus on developing children's speaking skills. They help children to hear the correct pronunciation of words when they ask them to choose and name an object they find in a basket. If children say a word incorrectly, staff repeat the word, and say it correctly.
- Occasionally, when staff plan large group times, they do not think about how they can encourage the quieter, less-confident children to be involved. As a result, these children do not answer questions or join in discussions.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that the necessary information about committee members is shared with Ofsted to enable their suitability to be established. Some staff are not able to identify the signs that a child may be at risk of harm from wider safeguarding matters, including female genital mutilation and radicalisation. They do not understand the procedure to follow if they have concerns about children's safety or about staff working in the playgroup. The provider does not follow a thorough recruitment procedure to ensure staff are suitable in their roles. Staff complete risk assessments to help maintain a secure environment. This provides children with a safe place to play, indoors and outdoors.

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

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

	<b>Due date</b>
ensure that Ofsted is provided with the necessary information about all members of the committee, to enable suitability checks to be completed	24/11/2021
ensure that all staff understand the signs and symptoms of abuse and the correct reporting and referral procedures, including allegations made against staff	24/11/2021
ensure the safe recruitment of staff so they are suitable to fulfil their roles and responsibilities.	24/11/2021

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

- develop ways to share information about children's achievements with other early years settings they also attend
- help staff to develop their understanding of how to engage the quiet, less-confident children during large group times so they get the most from the learning experience.

## Setting details

<b>Unique reference number</b>	EY347021
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064468
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Rawlins Under Fives Committee
<b>Registered person unique reference number</b>	RP522214
<b>Telephone number</b>	01509 413062
<b>Date of previous inspection</b>	8 October 2015

## Information about this early years setting

Rawlins Under 5's Playgroup registered in 2007 and is situated in the grounds of St Bartholomews Primary School, Quorn, Loughborough. The playgroup employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three at level 5 and four at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 8.30am to 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the playgroup.
- The manager and the inspector completed a learning walk together of all areas of the playgroup and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted with the inspector at appropriate times throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents and took account of their views.

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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