

Inspection of Raysfield Pre-school Playgroup

Dodington Parish Hall, Finch Road, Chipping Sodbury, BRISTOL BS37 6JZ

Inspection date: 8 March 2022

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The management committee has failed to monitor the quality of the provision sufficiently. The manager and staff do not fulfil their roles and responsibilities to promote children's welfare. Recruitment processes are not robust to ensure staff are suitable to fulfil their roles. The manager and staff fail to implement the setting's risk assessment procedures to keep children safe. They do not ensure that staff are well deployed or that children are supervised effectively at all times. This means children's individual needs are not met.

Children are eager to explore resources, but most learning is incidental. The curriculum is not well designed to help children make good progress. The manager and staff have an insufficient understanding of what they want children to learn. The manager does not act upon concerns raised by staff. Staff do not receive the support, coaching and training they need to enable them to meet children's needs. Staff do not plan purposeful and challenging activities that help children to achieve across all areas of learning. Children, including those with special educational needs and/or disabilities (SEND), spend long periods of time with limited interaction with staff and play alone or wander aimlessly. Children do not receive the support they need to help them understand positive behaviour expectations. In addition, additional funding is not being used appropriately to support children. These weaknesses compromise children's enjoyment, learning and development.

Staff are friendly and demonstrate they are caring. Some children show they are happy and settled. For instance, toddlers enjoy exploring foam and cereal in trays and staff engage with them and support them well during this activity.

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

- Children's safety and welfare are compromised. The manager does not follow safer recruitment procedures to ensure staff are suitable for their role. The manager, who is also the designated safeguarding lead (DSL), does not follow the correct safeguarding procedures to inform the local authority designated officer (LADO) or Ofsted when allegations are made against staff. This puts children at significant risk of harm.
- Risk assessments are not effective in reducing risks to children. The manager and staff do not always ensure that the entrance doors to the premises are secured when children are present. This means that individuals can access children without challenge from staff or children can leave unsupervised. The manager fails to implement the setting's mobile phone policy effectively. Additionally, staff take home the setting's electronic tablets, which contain photos of children. Closed Circuit Television (CCTV) footage of children is also taken home by managers and on occasion CCTV footage is viewed from home.

This means that individuals outside of the nursery could have access to images and footage of children. Parents are not made aware of this practice when they sign to give consent for images to be taken and CCTV footage to be recorded. Staff do not supervise children sufficiently to ensure their well-being. These weaknesses in safeguarding children significantly compromise children's safety and welfare.

- The management committee does not act quickly enough when they receive a written complaint about the provision. They do not investigate a complaint promptly and do not notify the complainant of the outcome within the required timescales.
- The management committee does not ensure that the base rooms are set up to support children's enjoyment, learning and development from the time that children arrive. Resources and activities are not available for children when they arrive. This results in them running around the main hall, receiving little interaction from the manager and staff.
- Staff fail to deploy themselves effectively and do not supervise children adequately at all times to help keep them safe. Staff do not support children effectively to behave well. For example, when outdoors, staff do not notice that children push and fall off plastic crates onto each other until children start to cry. When toddlers hit each other trying to get to the books indoors, staff do not help children to understand what is expected of them.
- Staff in the baby room struggle to meet all children's needs. For instance, they do not notice that children with additional needs lie upside down in the soft-play corner and drink from a bottle. Staff sit with their backs to babies in high chairs who are eating their lunch while they tend to other children. These failures put children at risk of choking.
- Children do not receive enough support to develop their communication and language skills. Toddlers engage in small group activities, where they sing songs and select items out of a bucket. However, some children wander around the rooms with dummies in their mouths for long periods of time. This hinders their language development.
- The special educational needs coordinator (SENCo) liaises with other professionals to identify appropriate interventions to help children with additional needs to catch up. She completes individual education plans for children, which she reviews regularly and shares these with parents and staff. However, staff do not receive the training and support they need to help them meet children's individual learning and development needs. This means some children do not make adequate progress from their starting points.
- Children have opportunities to sing songs, share books and listen to stories. Most pre-school children enjoyed a story about 'Superworm'. Staff read with good intonation and ask some children questions about the story. However, staff tend to focus on the more confident and vocal children, which does not support the learning of others. Pre-school staff expect children to sit for excessively long periods and, as a result, children lose focus and become disengaged.
- Staff do not promote children's good health well enough. For example, they do not change children's nappies on outings to the local soft-play centre. They do not ensure that all toddlers are given a drink with their meal at lunchtime.

Children develop some physical skills. They enjoy being physically active indoors and outdoors. They develop their muscles, for instance, as they ride on tricycles, climb and balance in the outdoor area. Children show good coordination skills as they sit with staff and take turns to complete jigsaw puzzles.

- Children have opportunities to be creative and to develop their imaginations. For example, pre-school children enjoy playing independently in the mud kitchen and toddlers are confident to engage with unfamiliar adults and make them breakfast and lunch, using the toy food.
- Parents drop off and collect their children from the door. Parents say they receive information about their children's time at the setting through an online application. However, some parents are not informed about changes to key persons. Some parents say the quality at the setting has recently declined. Therefore, they would not recommend it to others.

Safeguarding

The arrangements for safeguarding are not effective.

The management committee does not monitor practice well enough to ensure that all staff fulfil their role to keep children safe and support their welfare. The manager, who is also the designated safeguarding lead, and the deputy manager, who is also the deputy designated safeguarding lead, have failed to notify the LADO of an allegation made against a member of staff.

Although the manager has completed safer recruitment training, she has failed to implement robust vetting procedures to ensure all staff's suitability to work with children. These failures put children at significant risk of harm.

Weaknesses in implementing risk assessment procedures and ineffective staff deployment and supervision of children, compromise children's safety and welfare.

Staff know the reporting procedures to follow should they have any concerns about a child or an adult working on the premises.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure that the designated safeguarding lead (DSL) understands their responsibility and is capable of fulfilling their role to notify the local authority designated officer (LADO) and Ofsted should any allegations be made against adults working at the setting	23/03/2022
ensure that all staff implement effective e-safety procedures to safeguard children, with particular regards to the use of mobile phones, electronic tablets and CCTV footage	23/03/2022
ensure that the premises are secure at all times children are present, to prevent unauthorised persons entering the premises and to ensure that children are not able to leave the premises unsupervised	23/03/2022
provide staff with guidance, training and coaching to enable them to effectively support all children with additional needs	23/03/2022
ensure staff implement effective risk assessment procedures to minimise any potential risks to children	23/03/2022
ensure recruitment and vetting procedures are robust to ensure staff suitability for their role	23/03/2022
ensure that staff are deployed effectively and supervise children at all times, to keep children safe and to meet their individual needs	23/03/2022
provide children with effective support and guidance to help them understand positive behaviour expectations	23/03/2022
implement effective staff supervision procedures to monitor all staff practice and provide effective support, coaching and training	23/03/2022

ensure that staff promote children's health effectively, with particular regard to changing children's nappies on outings and providing all children with drinks at lunchtime	23/03/2022
ensure that all written complaints made by parents and/or carers are investigated and acted upon, and that the complainant is notified of the outcome of the investigation within 28 days of having received the complaint.	23/03/2022

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

	Due date
plan and implement a curriculum that meets the learning needs of all children	22/04/2022
ensure purposeful and challenging activities are available, tailored to support children's next steps in learning	22/04/2022
provide staff with effective training, support and coaching to improve the quality of their interactions with children.	20/05/2022

Setting details

Unique reference number	136065
Local authority	South Gloucestershire
Inspection number	10221313
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	28
Number of children on roll	68
Name of registered person	Raysfield Playgroup Committee
Registered person unique reference number	RP907545
Telephone number	01454 324688 or 07716820540
Date of previous inspection	14 June 2018

Information about this early years setting

Raysfield Pre-school Playgroup registered in 1996. It operates from Dodington Parish Hall, South Gloucestershire. The pre-school is open from 8am to 4pm from Monday to Friday, during school term times. The pre-school employs 14 members of staff. The manager and six other staff hold relevant early years qualifications at level 3, one staff member is an early years teacher, one holds an early years qualification at level 6, and five staff are unqualified. The pre-school receives funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Karen Allen
Lisa Large

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager, the deputy manager and the inspectors completed a learning walk together and discussed the early years curriculum.
- The inspectors spoke with parents and staff at appropriate times and took account of their views.
- The manager and the deputy manager each carried out a joint observation with an inspector.
- The inspectors met with a management committee member and spoke about the leadership and management of the setting.
- The inspectors met with the manager, deputy manager and coordinator and looked at relevant documentation, including staff suitability checks.

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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