

Inspection of Raysfield Pre-school Playgroup

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

Inspection date: 7 June 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

There is some improvement noted since the previous inspection and the management committee are beginning to monitor the quality of the provision. However, this is limited. Staff have had some training and support to improve their knowledge of what they want children to learn. The impact of this training is evident in the toddler room where staff provide a range of experiences and resources to motivate children's learning. Younger children thoroughly enjoy exploring the 'cloud dough' with their hands and begin to use tools successfully with positive interactions from staff. However, the curriculum is not delivered well to older children, particularly those who speak English as an additional language. Despite training and guidance, there is inconsistency in how challenging behaviour is managed with older children, and this is not well monitored by the management team. Staff do not implement their risk assessments effectively to maintain children's welfare, such as keeping them safe when they play in the sun.

Children develop strong bonds with their key person. Staff distract children well and offer favourite activities when they are unsettled at drop off. Most children feel happy and confident to talk to unfamiliar adults. Younger children behave well and are kind to each other. Children enjoy playing together, for the most part, such as a game of 'What's the time Mr. Wolf'. Some children are confident to ask their friends for help, for example, to hold their block tower so it does not fall over.

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

- Staff do not build an appropriate curriculum to support some older children who speak English as an additional language. They do not ensure that there is clear focus on supporting their communication and language skills. Interactions to model language, the use of appropriate strategies and available resources do not ensure children are fully included in pre-school life. Staff do not interact well enough to help these children build relationships with their peers. Staff do not have a good enough knowledge of their children's starting points. They do not gather robust enough information from all parents about what children know and can do.
- Staff have not considered the organisation of the day, acoustics in the room and the use of available space well enough. They do not ensure that quieter group activities, such as story times, are timed successfully and well positioned to avoid disruption or excessive noise levels. This does not promote children's listening and attention.
- The special educational needs coordinator has shared her knowledge with staff to enable them to support children with identified needs well, so that they are effectively included in activities. She works closely with key people, parents and other professionals to develop individualised plans to help children catch up.

Staff use appropriate interventions, such as workstations, to redirect learning and to encourage choices. This has improved these children's focus and engagement, especially during transitions as they move on to new activities.

- There has been some support and guidance given to staff to raise the standards at the setting following the previous inspection. Some staff are confident to use strategies they have learned to manage behaviour, such as offering small responsibilities to direct children's play. However, others lack the confidence needed to ensure strategies are consistently implemented. Less confident staff do not use the resources available to them successfully. They do not ensure children receive clear explanations to help them understand expectations, for example why torches are not thrown. The manager has not monitored the effectiveness of the training well enough to ensure those staff with less confidence are well supported.
- The manager does not ensure staff implement effective risk assessments consistently. Staff do not follow their sun safety policy. For example, on a hot day they do not apply sun cream and ensure children wear hats when playing outside. They do not encourage children to understand how these routines can keep them safe. Most children are offered regular drinks and children are able to reach their bottles independently from a rack, when they are thirsty. However, staff are not quick to retrieve discarded bottles on the floor before they are kicked around and then reused, which does not promote good health.
- The management committee have not ensured the manager has received appropriate training, coaching and support to enable her to fulfil her responsibilities. For example, the manager has been in post for two years and has yet to have a supervision meeting to monitor the effectiveness of her practice and her ability to support others.
- Parents comment that they are well informed about their child's day, their development and care practices. Parents feel they receive good support for their children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are not effective.

Following the last inspection, premises are now secure and children are unable to leave unattended. Staff are quick to respond if the alarm sounds when doors are opened. However, staff do not consistently implement effective risk assessments. Children are able to enter areas that pose a risk to them, such as the kitchen, where they can access potentially dangerous items, such as knives and cleaning products. They do not ensure that children are protected sufficiently when they play outside in the sun. Staff demonstrate a good understanding of the possible indicators that a child is at risk of harm. Staff understand the procedure to follow should they have a concern about a child and who to report concerns about a member of the staff team to.

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
ensure all staff implement effective risk assessments and follow the pre-school's policies and procedures to keep children safe, with particular regard to playing outside, sun safety and restricting access to the kitchen	04/07/2022
provide older children with effective support and guidance to help them understand behaviour expectations	04/07/2022
improve staff supervision procedures to monitor the effectiveness of training and to identify where additional support and guidance is needed, in particular, to manage challenging behaviour	04/07/2022
implement effective training and supervision for the manager to raise the quality of the setting.	04/07/2022

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

	Due date
plan and implement an effective curriculum to ensure all children who speak English as an additional language are engaged and receive positive interactions to support their communication and language development and to build positive relationships	04/07/2022
review the organisation of group activities to promote children's listening and attention.	04/07/2022

Setting details

Unique reference number	136065
Local authority	South Gloucestershire
Inspection number	10233232
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	2 to 4
Total number of places	40
Number of children on roll	51
Name of registered person	Raysfield Playgroup Committee
Registered person unique reference number	RP907545
Telephone number	01454 324688 or 07716820540
Date of previous inspection	8 March 2022

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 10 members of staff. The manager and five other staff hold relevant early years qualifications at level 3, one staff member holds an early years qualification at level 6, and three 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

Inspector
Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and is taking that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk to discuss how the curriculum is planned.
- A joint observation with the manager was completed and children's learning discussed.
- The inspector spoke with a representative from the committee, the manager, staff, parents and children at convenient times during the inspection.
- The inspector sampled required documentation.

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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