

Inspection of Rusper Playgroup

Rusper Village Hall, Rusper, HORSHAM, West Sussex RH12 4PZ

Inspection date: 14 March 2023

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
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

There are significant weaknesses in the manager's understanding of the processes required to ensure that committee members complete relevant suitability checks. As a result, several committee members are not vetted and have not been confirmed suitable to fulfil their roles and responsibilities. Furthermore, the manager does not ensure that robust procedures are in place to ensure the suitability of all staff. This compromises children's safety.

In addition to this, safeguarding is ineffective. Some staff, including those responsible for lead safeguarding roles, do not have the secure knowledge needed to keep children safe.

Despite these serious weaknesses, children are happy. They have access to a broad and varied curriculum which promotes their learning. Children benefit from meaningful, well-planned experiences that incorporate their individual interests. As a result, they show high levels of concentration and engagement in activities. This helps children to make good progress.

Children's behaviour is good. They are polite and courteous to their friends. They take pride in working together to achieve a shared goal. Children celebrate each other's achievements. For example, they cheer their friends on when they show apprehension at jumping from a low-level beam during physical games.

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

- Staff, including some of those responsible for lead roles in safeguarding, do not securely understand the processes to follow to correctly report safeguarding concerns. Staff also report safeguarding concerns to the chair of the committee, who is not vetted and has no safeguarding training. As a result, children's safety is not assured.
- The processes for safer recruitment are not robustly followed by managers. For example, they do not record identification checks, or hold information to show that vetting processes are completed, such as obtaining references. The weakness in this process does not provide assurance that staff are suitable to fulfil their roles.
- All staff are clear about the curriculum intent and know what they are teaching children. Staff use a variety of assessment tools and targeted plans to make sure that children are making progress. The manager regularly observes staff to monitor the impact of the curriculum. This enables all children to make the best possible progress, including children with special educational needs and/or disabilities.
- Children's social skills are of high importance. They enjoy back and forth

conversations with staff and friends. Children have secure bonds with their key person, who they will seek out for support or comfort, if needed. Children's independence is promoted well. For example, they self-serve fruit for snack and undertake age-appropriate care routines, such as wiping their own noses. This, alongside plentiful conversations about healthy and unhealthy foods at mealtimes, enables children to begin to understand the importance of healthy lifestyles.

- Staff understand the importance of developing children's communication and language skills. They model language as children play, and provide positive interactions that encourage children to think. For example, staff speak clearly, introduce new words such as 'mango' and 'calcium' and use effective questioning to enable children to problem-solve independently. Children who need to develop their communication and language skills are well supported. Staff act swiftly to make speech and language referrals and work closely with parents to provide targeted language support. This enables all children to make progress in their language development.
- Staff have recently introduced 'continuous play' which enables children to freely access a wider variety of toys and activities. Children enjoy making their own choices and really become engrossed in their play. However, staff do not always give children warning of transitional routines, such as tidy-up time. This means children do not always have time to prepare for what is happening next. This interrupts their play and means they quickly rush to end their activities.
- Parents report that their children are excited to arrive each day. They are happy with the care their children receive. Parents feel well informed about how their children are progressing and can see this progress at home. Parents whose children are receiving support from other professionals feel well supported, and comment on good levels of communication.

Safeguarding

The arrangements for safeguarding are not effective.

Significant weaknesses in safeguarding practice impact on children's welfare. Some staff have insufficient understanding of child protection. Staff are not confident about local safeguarding partnership procedures. This impacts on staff's knowledge of who to contact if they are concerned about a child. In addition to this, staff, including those responsible for lead safeguarding roles, are not confident in identifying when they need to contact the local authority designated officer. This further compromises children's safety in the event of an allegation being made against a member of staff. Not all staff have up-to-date knowledge of various safeguarding contexts and concerns. However, staff are able to identify potential risks in the environment and ensure that these are minimised. Children are well supervised, including at mealtimes.

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:

	Due date
ensure that all persons with governance and oversight understand their roles and responsibilities	30/03/2023
ensure that those responsible for lead safeguarding roles are confident in their knowledge of local safeguarding partnership procedures, to enable them to swiftly refer any concerns to the relevant professionals	30/03/2023
ensure that all staff, including committee members who have safeguarding oversight, receive training about the safeguarding policy and procedures and have a confident understanding of how to recognise and respond to any concerns and report these in a timely manner	30/03/2023
ensure that Ofsted is provided with relevant information so that vetting processes can be completed for all committee members, to ensure their suitability	30/03/2023
keep a record of information to demonstrate that staff qualification and identify checks and vetting procedures have been completed.	30/03/2023

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

- improve arrangements around transitional routines to give children enough warning so they can prepare for what is about to happen next.

Setting details

Unique reference number	113686
Local authority	West Sussex
Inspection number	10277876
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	18
Number of children on roll	22
Name of registered person	Rusper Playgroup Committee
Registered person unique reference number	RP905964
Telephone number	07745 462 051
Date of previous inspection	20 July 2017

Information about this early years setting

Rusper Playgroup registered in 1992. It operates from the village hall in Rusper, West Sussex. The playgroup is open Monday to Friday, 9am to 3.15pm, during term time only. The provider employs five members of staff, two of whom hold a level 3 qualification. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Natalie Moir

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation during lunchtime.
- The inspector observed the interactions between the staff and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the provision with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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