

Inspection of Rosehill Playgroup

St. Bartholomews Church Hall, Newton Road, IPSWICH IP3 8HQ

Inspection date: 5 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children skip happily into this inclusive playgroup with an air of confidence and sense of belonging as they carry in their matching book bags. Developing children's independence is at the forefront of what staff do and is embedded throughout their practice and well-resourced indoor and outdoor learning environment. Young children self-select their own plate and cup at mealtimes before willingly attempting to pour their own drink from a jug. Incredibly patient staff provide meaningful praise for their efforts. Staff give clear instructions that promote further independence and motivation to learn through trial and error. All children, including those who speak English as an additional language, become competent and independent learners. Staff use photographs alongside labelling on resources, helping children interpret meaning and empowering them to make independent choices.

Children are active learners, developing their language and communication skills with lots of physical group play sessions. Laughter and giggles flow as children sing and perform familiar actions to their favourite songs and nursery rhymes. Children are kind and often compliment their peers' achievements. Staff are excellent role models and applaud good manners and kind behaviour. Children understand what behaviour is expected of them when they remind their younger peers to use 'walking feet' indoors.

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

- An effective key-person system supports children to make swift, trusting and secure attachments with staff and build positive friendships with peers. Staff communicate effectively with parents before their children start. They regularly update parents about their child's progress with face-to-face and online communications. Parents appreciate regular invites into the playgroup for shared reading time. They describe how this insight into their child's learning hugely supports how they further guide their child's learning at home.
- Overall, teaching is meaningful. Staff thoughtfully plan activities to support individual children's learning needs and interests. Children love writing for a purpose and delight in showing visitors pictures they have created. Children with delayed speech and language benefit from effective targeted interventions, including small, fun, communication group sessions. Staff's robust planning and assessment with parent involvement means all children, including those with special educational needs and/or disabilities, make rapid progress in all areas of learning.
- Children are eager to invite staff into their play. Enthusiastic staff use these opportunities to foster conversations and further children's learning. However, staff do not consistently develop children's critical thinking skills. For example,

during a messy play activity children use their teeth to cut the sticky tape. Although staff gave children the appropriate tools to cut the tape safely, they did not encourage children develop their problem-solving ideas or deepen their knowledge and understanding of why scissors are a more appropriate tool to use.

- Children's emotional well-being is given unquestionable priority. Staff designed 'cosy' areas where children have space and time to reflect on their feelings. When children feel overwhelmed, they visit these and learn to regulate their behaviour by exploring books and coordinating sensory resources.
- Generally, children develop their understanding of good hygiene practice. Children independently wash their hands before and after mealtimes. Older children confidently blow their own nose with a tissue and place it afterwards into the bin provided. However, staff do not consistently remind children to wash their hands after blowing their nose, to help them manage their self-care needs hygienically.
- Staff skilfully integrate early mathematics into children's everyday play experiences. Children develop and consolidate mathematical concepts they have learned when they explain to staff that they need 'one more' block to make their tower. Children enjoy taking a book home each day, promoting a love of reading and supporting further learning at home.
- The management team is passionate about continuously striving to improve on the high-quality care and education to all. Staff report excellent well-being and enjoy continuous training opportunities. The management team has good links with nearby schools, which they communicate effectively with to support seamless transitions for children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. Robust and regular risk assessments ensure children's ongoing safety. The management team has extremely clear expectations of staff. Regular safeguarding training is provided to all staff members. All staff have secure safeguarding knowledge and can identify signs of potential abuse and neglect. Staff know what action to take if they are concerned about the welfare of a child. Regular staff meetings help to ensure staff's safeguarding knowledge is up to date, including knowledge of issues such as online grooming or exploitation. All staff understand the whistle-blowing procedure they would follow if they had a concern about a colleague.

What does the setting need to do to improve?

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

- support staff to guide children in developing their problem-solving skills

- help children to increase their understanding of good hygiene practice as they become more independent in managing their self-care.

Setting details

Unique reference number	251616
Local authority	Suffolk
Inspection number	10312059
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Rosehill Playgroup Committee
Registered person unique reference number	RP905919
Telephone number	07778 452 890
Date of previous inspection	19 April 2018

Information about this early years setting

Rosehill Playgroup registered in 1970. The playgroup employs eight members of childcare staff. Of these, six staff hold qualifications at level 3 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.15am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discusses the impact of the pandemic with the manager and has taken that into account in their evaluation.
- The manager and the inspector completed a tour of the playgroup, both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the playgroup with the inspector.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the playgroup and a selection of other records.

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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