

Inspection of Raunds Playgroup

The Mobile, Manor School, Mountbatten Way, Raunds, Wellingborough,
Northamptonshire NN9 6PA

Inspection date: 27 February 2025

Overall effectiveness

Inadequate

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

Children's safety and welfare are compromised. Leaders have repeatedly failed to meet some of their legal responsibilities and do not fully understand their roles. As a result, there are breaches in the safeguarding and welfare requirements and the overall quality of the provision is poor.

Children are offered a poorly implemented curriculum. They do not receive good-quality experiences to help them gain the skills they need for future learning. Staff do not provide activities that consider children's individual interests or learning needs. Children's learning in the main is incidental as they spend most of their time playing independently. Staff's interactions with children, and particularly with those with special educational needs and/or disabilities (SEND) and who speak English as an additional language (EAL), are minimal and lack purpose. Children often wander or flit between activities. Staff do not effectively support or encourage children to join in and engage in meaningful learning.

Despite this, children are familiar with the well-established daily routine. They know to line up before going outside and find their name card to register their attendance during group time. Children recognise their own coats and make good attempts to put these on by themselves. Staff offer appropriate support to younger children. Older children share a sense of pride as they successfully zip their coats up independently. They celebrate their achievements with their friends as they 'high five' and embrace each other.

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

- The leadership and management of the setting are weak. Members of the committee do not have sufficient knowledge and understanding of their roles and responsibilities to ensure the statutory requirements are consistently met. They have repeatedly failed to notify Ofsted of a change to individuals associated with the setting. This means that Ofsted has been unable to carry out the required checks to ensure individuals are suitable for their role.
- Leaders and staff do not have a secure knowledge and understanding of local safeguarding procedures. For example, they have poor knowledge of how to make a referral to safeguard children when a concern is identified. Furthermore, they do not know who to contact if an allegation was made against a member of staff. This does not ensure the safety and welfare of children.
- Leaders fail to effectively monitor and improve teaching practice across the staff team. Staff have low expectations for children's learning and fail to sequence learning effectively to meet the needs of all children. The curriculum does not focus on what children already know and what they need to learn to make the best possible progress. Many activities planned by staff are designed to achieve

a desired outcome around specific topics that do not ignite children's interest. For example, they plan an activity around Arctic animals and identifying letters in the snow. Those children that can readily identify letters are not challenged by staff to extend their learning further. Children become disinterested and quickly disengage. This is because the curriculum is not designed to meet children's individual needs, interests or learning styles. As a result, the quality of education is poor.

- Overall, staff interactions with children are weak, especially for children with SEND. Staff fail to identify appropriate targets or strategies for these children to ensure they are supported to make progress. Children spend time wandering around the setting without purposeful staff engagement. Furthermore, they are not encouraged by staff to develop their communication skills or their personal, social and emotional skills. This means that these children are not active learners and do not engage in meaningful learning experiences with the input they need from staff.
- Staff fail to build on all children's communication and language skills. Children who speak EAL receive poor support from staff to extend their understanding of English. Staff do not always understand the importance of supporting children who speak EAL to use their home language during their play. Likewise, staff do not fully recognise how this supports children to feel valued and build a sense of belonging.
- Children enjoy spending time outdoors in the fresh air developing their physical skills. Staff hold children's hands as they walk along balance beams and jump from one log to another. Older, more confident children are encouraged by staff to safely navigate around the outdoor equipment. Children use resources during water play, such as funnels and jugs to fill containers.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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 Ofsted is provided with all the necessary information required to complete suitability checks of all individuals associated with the management committee, in a timely manner	10/03/2025
ensure all staff and committee members have a robust and secure knowledge of local safeguarding procedures so that children's safety and well-being are assured	21/04/2025
implement effective supervision and coaching for staff and monitor their practice to improve teaching so that all children benefit from high-quality interactions and receive meaningful and purposeful learning experiences	21/04/2025
ensure that there are effective arrangements in place for children with special educational needs and/or disabilities so that all staff implement strategies and understand individual targets to fully support children's learning and development	21/04/2025
ensure staff support children who speak English as an additional language to develop their understanding of English alongside their home language.	21/04/2025

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

	Due date
plan and implement an ambitious curriculum that meets every child's individual interests and learning needs and enables them to make the best possible progress built on what they already know and can do.	21/04/2025

Setting details

Unique reference number	EY312624
Local authority	North Northamptonshire
Inspection number	10375769
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 5
Total number of places	24
Number of children on roll	37
Name of registered person	Raunds Playgroup Committee
Registered person unique reference number	RP522368
Telephone number	01933 461097
Date of previous inspection	2 May 2019

Information about this early years setting

Raunds Playgroup registered in 2005. It is situated within the grounds of Manor School in Raunds, Northamptonshire and is managed by a committee. The playgroup employs five members of childcare staff. Of these, three hold early years qualifications at level 3, and two members of staff are unqualified. The playgroup opens from Monday to Friday during term time. Sessions are from 9am to 3pm.

Information about this inspection

Inspector

Emma Serdet

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector and the manager carried out a joint observation of several activities in the outdoor area.
- Parents shared their views of the setting with the inspector.

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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