



## **Glen Street Playgroup & After School Club**

Inspection report for early years provision

<b>Unique Reference Number</b>	226857
<b>Inspection date</b>	13 July 2006
<b>Inspector</b>	Patricia Bowler
<b>Setting Address</b>	Glen Street, Leicester, Leicestershire, LE4 6NN
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<b>Registered person</b>	Glen Street Playgroup & After School Club
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Glen Street Playgroup and Out of school care opened in 1986. It operates from two rooms on two levels in a purpose built building in the Belgrave area of Leicester. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open from 09.15 to 11.45 and 12.30 to 15.00 in term times. The setting provides Out

of School care at a breakfast club from 07.00 to 09.00 and an after school club from 15.00 to 18.00 during term time. A maximum of 35 children at any one time may attend the holiday play scheme which operates from 08.30 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from 2 years to under 8 years on roll. Of these, 38 children receive funding for nursery education. The setting currently supports a number of children with learning difficulties and also supports a high proportion of children who speak English as an additional language.

The setting employs 10 members of staff. Of these, 9 hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is inadequate.

Children are cared for in a clean environment where some practices such as the use of anti bacterial sprays for wiping tables are maintained. Staff have appropriate qualifications in first aid and equipment is available to effectively deal with any accidents to children should they occur.

Children address some of their personal needs and access readily available tissues as they recognise the need to wipe their noses. They know to dispose of the used tissues in the covered bins provided. Most policies and procedures for health and hygiene are established but are not consistently followed by staff to ensure adequate levels maintain children's health and well-being. Although single use gloves are used during changing routines the lack of protective clothing, for example changing aprons not worn by staff means that children are at risk from cross infection when staff are later involved in other tasks such as preparing and serving food. The procedures for hand-washing are inadequate as soap is not always available for children to wash their hands thoroughly following toileting or before snacks to further minimise the risk of cross infection. One of the reasons given for the lack of soap in the dispensers is because children make a mess with it causing a possible slip hazard on the floor. This highlights a deficiency in children's awareness and development of good personal hygiene practice as they do not have the resources or appropriate support to acquire them.

Children's enjoyment of physical activities is very limited as staff do not effectively organise for this. There are insufficient resources for the number of children present which results in them sitting for long periods of time waiting for equipment such as wheeled toys to become available. This also impedes their physical development and enjoyment as they experience a very short time to develop skills in pedalling and manoeuvring because other children are waiting for their turn. There are missed opportunities to engage children in other activities, for example action games as they wait for their turn or to provide sufficient opportunities during the session to access the outside area in smaller groups.

Children's dietary requirements are discussed, and recorded, with parents. Children receive some healthy foods such as toast but not always in sufficient amounts to fulfil their needs. Food such as fresh fruit is not served daily although is provided at some point during the week. The seating arrangements at snack time do not facilitate opportunities to talk to children about healthy options and the effects of foods on their growth and development because they sit in as a whole group in a large square with little opportunity to engage in meaningful conversations. Children receive regular drinks with milk and diluted juice provided at snack time. However, even though a water cooler is available they do not access this at other times. When it is used staff operate and fill beakers which impedes children's independence. Some older children do successfully pour drinks from jugs.

Children attending the Out of School facility enjoy the food, for example cheese on toast. However, the addition of tomato ketchup administered by a member of staff rather than being available for children to access does not meet the needs of some children who would prefer this as a dip. Children's independence is not encouraged as they do not pour their own drinks at this time or freely access drinking water from the water cooler.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment as this aspect of their care is given sufficient regard. Children routinely change into indoor non slip shoes reducing the risk of slipping on the wooden floors as they play.

Satisfactory procedures for arrival and departure work very well to facilitate the safe transfer of care. Staff monitor the doors effectively to ensure children are unable to leave the premises during this time. Secure procedures are established to monitor visitor access to the setting. An intercom is fitted at the entrance door linking to the main hall and known adults are admitted by an internal door release. However, unknown visitors are greeted personally with appropriate procedures to check their identity and record their visit.

The premises are effectively checked in line with the City Council procedures, who retain overall responsibility for the safety of the building. Routine checks ensure the children are not at risk as fire and safety procedures are monitored. Appropriate fire safety equipment is available and children are learning to keep themselves safe as they engage in regular emergency evacuation procedures.

Appropriate risk assessments are carried out by staff to ensure the environment is safe. Equipment, for example, gates in the entrance area and on the stairs ensure children can move freely within accessible areas. Older children access the first floor and are made aware of the risks and the need to use them sensibly. Some practices such as not providing liquid soap in the dispensers hinders children's understanding of keeping safe as they are not involved in meaningful discussions in using this correctly so that it does not pose a slip hazard if it gets on the floor. Children are aware to play carefully in equipment such as the indoor spinning bowls which they sit in and are spun by other children and staff. They know to stand back so they are not

injured as they watch. Children speak knowledgeably about playing safely with sand so it does not get into their eyes and hair as they play.

Successful procedures are established for the collection of children attending the Out of School facility. Designated staff collect them from pre-arranged areas and children know about road safety as they talk about looking and listening when crossing roads as they walk to the premises. Effective arrangements are established for outings and a recent visit to a local theme park included coach travel with appropriate seating and safety restraints and required adult child ratios with the inclusion of some parents.

Children are protected from harm because staff understand their role in child protection and are able to put appropriate procedures into practice if necessary.

### **Helping children achieve well and enjoy what they do**

The provision is inadequate.

#### **Nursery Education**

The quality of teaching and learning is inadequate. Children are not making sufficient progress towards the early learning goals in nursery education because the teaching is ineffective. Staff have a limited knowledge of the Foundation stage, and how to implement this to have a positive effect on their learning and enjoyment. The absence of initial assessments with parents, and clear records of children's progress, do not equip staff with evidence of what children can do or to plan for their next steps in learning. The range of activities do not cover the areas of learning or are sufficiently resourced to support most of the children's individual needs. Staff are unclear about how different activities contribute to the areas of learning and the effect these have on children's potential to progress. Some activities, for example word recognition cards are far in advance of children's capabilities and provide unrealistic challenges, especially as most are developing their understanding and use of English as an additional language.

Children's progress is further hindered because most activities are adult led and do not encourage them to use their initiative and independence to develop their own ideas. Children's learning is spasmodic and there are significant weaknesses in all areas of learning. They are not motivated or inspired to learn as they play because there is an over emphasis by staff to supervise activities rather than focussing and promoting the enjoyment and learning intensions. A sticking activity consisted of pre-cut materials for children to stick onto a large pre-cut fish. Some children identified areas of the fish which they had painted on a previous occasion. However, as there was little verbal interaction from the staff member at this activity most children did not engage in meaningful discussions to recall what they did or what they are currently doing. Staff miss opportunities to discuss the different textures of the materials used and, for example the effect of reflected light on coloured cellophane. The consistency of dry sand was changed with the addition of water but insufficient containers and tools prevented all children being able to scoop and build sand castles. Although additional resources were available underneath the sand tray these were not offered, neither were children confident enough to ask or access them to extend their own play.

Children build warm relationships with staff and settle with familiar adults. They change into indoor shoes as they arrive with differing degrees of help. Sometimes staff intervene too soon without asking children if they need help. One child stated very quietly to herself "I can do it" as she undid a velcro fastening to re-fasten her own shoes after a staff member inappropriately intervened as she was getting ready to go home. Children know the routine of the setting and select and enjoy looking at books alone, or in small groups with a staff member, prior to registration time.

Children engage in conversations initiated by staff, often supported in their own language but very rarely use their initiative to instigate conversations, or ask questions, to stimulate a two-way conversation. They are developing relationships with peers and are beginning to negotiate and take turns with adult direction. Some children recognise right from wrong and are developing an early understanding of the needs of others as they wait patiently for turns on wheeled toys.

Most creative activities are adult-led. There are few opportunities for children to express their own creativity. Children are beginning to develop skills in handling tools, such as glue-spreaders but have little opportunity to use scissors in creative activities as these involve the use of pre-cut shapes and materials. Most children's concentration is limited as they are provided with few opportunities to input their own ideas or persist to their own ability levels.

The role play area is not sufficiently resourced, maintained or supported by staff to enable children to use it effectively. A table is available to simulate home experiences but is not always fully incorporated into the role play area so children use it for example, to extend simulated cooking experiences into serving meals.

Children recognise their names as they self register on arrival. Name cards are spread out on a table and parents assist their child to locate their card which is then placed in a numbered pocket. There are missed opportunities to make connections with number recognition as no further reference is made to this which appears only to serve adults in knowing which children are present. They rote count to identify how many children are present after registration. However, staff do not use other opportunities such as snack time to further develop these skills or to associate quantity to numbers and use early calculation to acquire awareness of more or less.

Children are not aware of starting points when forming letters or use lower case letters as they attempt to write their names. They are not encouraged to identify their own work in activities such as communal mark making on shared paper.

Children know the days of the week, month and year as they engage in a daily activity at registration time. They identify weather conditions and select appropriate pictures to denote this and display this on an information board.

Children learn about different cultures, and the wider world in which they live through organised activities but have limited access to information and technology equipment. There are insufficient hand held resources such as wind up toys for children to explore how things work and are operated.

Children's large physical development is impeded as there are insufficient resources

to provide opportunities to climb and balance. When they access wheeled toys they ride with developing confidence as they pedal and steer. They enjoy ring games and are building confidence to join in familiar action songs. Some peer group relationships are developing and early recognition of their actions on others is emerging. Children's behaviour is generally good, and children are beginning to negotiate and take turns, showing regard for the needs of others.

### **Helping children make a positive contribution**

The provision is inadequate.

Children's basic care information is recorded to ensure these needs are met appropriately. They are welcomed into the setting, settling well with familiar staff. Parents are actively involved on arrival. They help children to change into indoor shoes and assist their children to find name cards as they self-register.

Children are beginning to understand right from wrong and respond positively when they receive praise and encouragement from staff. However, much of this is adult directed resulting in children playing alongside each other, with few forming constructive and harmonious relationships as they struggle to share and take turns. Children are not developing an awareness of the needs of others as they are not encouraged to develop appropriate skills in negotiation to reach satisfactory outcomes.

Some children make active choices about their play. However, the range of activities and support is insufficient for them to sustain appropriate levels of concentration resulting in some children not being meaningfully occupied.

Children with additional needs benefit from consistent partnerships between staff, parents and other agencies. However, written records contain insufficient information to assist in accurately recording and planning for their progress and development.

There are insufficient resources to promote positive images of diversity in the planned curriculum and areas such as role play to foster children's awareness, knowledge and understanding of the wider world in which they live.

Children's social, moral, spiritual and cultural development is not fostered.

Partnership with parents and carers is inadequate. An established key worker system is established but does not work effectively in practice to ensure parents know their child's worker or the role they play in their child's early education.

A clear prospectus provides parents with basic information about the setting and a comprehensive home link file is established for all children. Although a diary is included for two way communication it is not used consistently for all parents. A notice board in the main room has been introduced to inform parents of current topics and information relating to the Foundation stage. However, very few parents access the notice board as the transfer of care often takes place near the entrance area and the board is on the opposite wall.

Staff are not fully informed about children's individual educational needs as parents are not involved in initial assessments to identify what children can already do. Children's learning is therefore spasmodic with no clear starting points to plan for their next steps in learning. Records are unclear and systems are not sufficiently robust to give parents a clear picture of their child's development. There are systems to encourage parents to support their child's learning in the home through a toy loan scheme and activities to complete with their children at home. However, this does not work consistently in practice to give sufficient informed detail to identify children's achievements and plan for their next steps in learning.

## **Organisation**

The organisation is inadequate.

Suitable recruitment procedures are in place to ensure children are cared for by suitable staff. However, although induction procedures are established they are not sufficiently robust to ensure staff are fully compliant and can implement them successfully to promote the well-being of children.

Children are cared for by a sufficient number of adults, some of whom are appropriately qualified to maintain correct adult-child ratios. Children's progress is hindered as staff are not effectively deployed to support all areas of their development and do not use daily routines or spontaneous conversation to encourage this.

Resources and activities are not presented to capture and sustain children's interest. Planning is not sufficiently robust to link the areas of learning through the activities provided to enable children to reach their full potential or to assist in planning for their next steps in learning. The overall organisation provides insufficient challenge for children to reach their full potential and does not meet the needs of the range of children for whom it provides.

The quality of leadership and management is inadequate. Staff are committed to the care of children but the systems have yet to have a positive impact on children's personal development and achievements. The absence of a clear vision and direction results in a lack of challenge for older and more able children to experience sufficient opportunities, to experiment and express their creativity. The weaknesses in the provision for nursery education have yet to be addressed sufficiently through the systems to monitor the quality of nursery education and evaluate its impact on children's learning and progress.

## **Improvements since the last inspection**

The provision have yet to inform Ofsted of improvements made since the last visit.

## **Complaints since the last inspection**

Ofsted has received four complaints since April 2004.



A concern was raised that DIY work was allegedly being carried out in the classroom whilst children were playing in there, and that drilling and machinery were in use. Concerns were also raised regarding a change in children's behaviour and when this was raised at the setting staff were alleged not to be forthcoming and they were rude. The provision was requested to investigate this internally and remained qualified for registration.

Three separate complaints were received in August 2005 where concerns were raised regarding the suitability of the manager to care for children under the age of 8 years, the reporting and recording of accidents and not following dietary requirements. These concerns relate to National Standard 1 Suitable person, National Standard 7 Health and National Standard 8 Food and drink. Ofsted has conducted several unannounced and announced visits to the provision and have issued actions to ensure that training and qualification requirements are met and there is a named deputy who is able to take charge in the absence of the manager, to ensure Ofsted is notified of any changes in staff members and committee, and including who is the named deputy and to ensure Ofsted is notified of any significant events. The initial concerns were referred to Social Services who took no further action. A response is expected from the provision by 13/07/2006. The response to the actions will be monitored. The concerns were referred to Social Services who took no further action. Although a response is still outstanding the provision remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that all staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection and those responsible for the preparation and handling of food are fully aware of, and

comply with, regulations relating to food safety and hygiene

- ensure children are encouraged to learn about personal hygiene through the daily routine
- ensure children are provided with regular drinks and food in adequate quantities for their needs
- ensure care, learning and play meets the children's individual needs and promotes their welfare. Plan and provide activities and play opportunities to develop their emotional, physical, social and intellectual capabilities
- ensure Ofsted is informed of any significant changes to the premises with reference to improvements to the outside area which is currently inaccessible
- ensure complaints made to Ofsted are recorded in the complaints log.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- improve staff's knowledge and understanding of the Foundation stage to support children's learning through their own involvement and use of language during all activities. Ensure all activities are interesting, age appropriate and stimulate and capture children's interest
- extend the planning of focussed activities to provide differentiation in the learning intentions to ensure these are appropriate and meet the ongoing needs of children, providing sufficient challenge for more able and older children
- involve parents in the initial assessment to establish what children can already do. Make more effective use of observations and assessments to record children's progress and plan for their next steps in learning
- monitor the organisation of some areas, for example role play and the grouping of children at all times to enable them to benefit from all activities. Develop secure systems to monitor the quality of teaching in order to ensure improvements are sufficient in helping children to make maximum progress in all areas of their learning.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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