



# Indian Queens Under Fives

Inspection report for early years provision

<b>Unique Reference Number</b>	102819
<b>Inspection date</b>	30 November 2006
<b>Inspector</b>	Sara Bailey
<b>Setting Address</b>	The Recreation Ground, St. Francis Road, Indian Queens, St. Columb, Cornwall, TR9 6TP
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<b>Registered person</b>	Indian Queens Under Fives
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 - enforcement action. 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 - special measures.

### WHAT SORT OF SETTING IS IT?

Indian Queens Under Fives opened in 1977 and registered in new premises in 2002. The group operate from a purpose built, self contained building at the Recreation ground in Indian Queens, Cornwall. There is one large playroom with adjoining toilet facilities for children, office, store, kitchen and staff/disabled toilet. The group use the adjoining park and playing field facilities for outside play. The group serves the large village it is situated in and the surrounding area.

The group is registered for 24 children aged two to five years. There are currently 34 children on roll, who attend on a part time basis. This includes one funded three year old. The group supports children with learning disabilities or difficulties. There are no children on roll who speak English as an additional language. The group opens five days a week during school term time. Sessions are from 09:15 to 11:45.

One full time member of staff and three part time staff work with the children. All have Early Years training to level 2 or 3. Three regular volunteers support the staff. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are learning the importance of positive hand washing procedures and independently access liquid soap and paper towels to prevent cross infection. Children are involved in the cleaning of tables prior to snack and discussion about the importance of this reinforces their learning. Health records are sufficient.

Children benefit from a mid morning snack which is generally healthy, for example, cheese or ham sandwiches on a choice of brown or white bread rolls. Children can select from healthy choices of

milk or water at snack time and free access to water during the session. However, this is not promoted by staff, for example, after exercise.

Children enjoy daily physical play, generally outside in the adjoining park. Children have constant access to an indoor, climbing frame which encourages large motor skills. There are opportunities to develop physical skills using bats, balls, skipping ropes and hoops although this is compromised by safety issues.

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

The provision is inadequate.

Children's safety is severely compromised as staff supervision is insufficient both inside and outside. For example, the indoors climbing frame is not supervised and children become boisterous, push each other and take other toys on to the apparatus which is dangerous. Children are not adequately monitored whilst playing in areas unsupported by staff and some hit their peers with toys which puts other children at risk. Children are at risk of leaving the playing field unsupervised as the area is not secure and staff supervision is not effective.

Children are protected from potential hazards within the premises as appropriate safety precautions are used. For example, safety gates and high bolts or keys prevent children accessing areas which are not suitable for children. Door security protects children as visitors can not access the playroom unless staff let them in. However, the visitors book is not an accurate record of all visitors to the premises. Children have easy access to a wide range of safe and suitable resources.

Children's welfare is not adequately safeguarded as staff are not confident about the signs of child abuse or the correct procedures to be followed in the event of being concerned about a child. Children's existing injuries are not recorded or shared with parents and incidents are not accurately recorded which puts children at risk.

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

The provision is inadequate.

Children aged two to three years experience the same activities as the older, more able children but with inadequate support to gain from their experiences. For example, some rush around from one activity to another with little purpose, throwing toys or hitting other children on their way. Others remain unsettled and wander aimlessly around the room without staff engaging with them. Children spend long periods of time sitting, waiting for their snack. They are involved in group times with older, more able children which are inappropriate to their age and stage of development. For example, all children are encouraged to identify their name cards and clap the syllables. Children become bored and their behaviour deteriorates, impacting on the other children's learning. This is emphasised more as children under two years attend with their parents for several months before they attend on their own. Young children raise the noise level and run around excitedly on physical equipment which impacts on all children's safety whilst they play. Children under three have stepping stones records which are not appropriate for their age.

### **Nursery Education**

The quality of teaching and learning is inadequate. Staff have very limited knowledge and understanding of the Foundation Stage curriculum. Key workers are unsure who their key children are, their stepping stones records are inaccurate and sparse. Staff are unaware of the stepping stones colours to depict progress towards the early learning goals and many records show that children have already achieved the stepping stones by the age of three years. Staff do not evaluate children's activities or understand the learning intentions of planned activities, this fails to identify individual needs or meet them. Staff and volunteers have low expectations of children, are unaware of learning outcomes of planned activities and offer little challenge. For example, a craft activity is very adult directed, with no opportunities for freedom of expression. Older, able children are given pre-cut shapes to paint, told exactly where to paint with the only two colours provided, all looking exactly the same when finished.

Although there is a wide range of resources available on a daily basis, staff do not adequately support children. Interaction is poor, very directive rather than encouraging children to respond to open ended questions or think for themselves. A designated circle time encourages children to count, identify their names and sound out the letters, but their individual progress is not identified within the group or their progress recorded to know to move on to different learning intentions. Children thoroughly enjoy role play, but poor staff deployment results in these areas being unsupported, children throwing toys, disrespecting their peers games and causing behaviour to deteriorate. Some children dominate the group and organise the staff, others are left for long periods of time without any direction. Therefore the books, sensory area, mark making materials and computer which are all available, are not utilised by many children. Staff ignore inappropriate behaviour or do not follow up weak requests to stop something. For example, children running around with skipping ropes are asked to stop, the noise level in the room is so loud that they take no notice and the member of staff does not follow through. This results in more children joining in and compromises children's safety.

Children enjoy being independent. Some use the bathroom and hand washing facilities with confidence. They also like to help with tasks such as cleaning the tables in preparation for snack, making their own sandwiches and pouring their own drinks. However, the staff are ineffective with their time and resources to support children's learning in this area. Children are either rushed to complete a task or left unsupervised at the table without any adult interaction or stimulation for up to half an hour.

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

The provision is inadequate.

Children's behaviour is insufficiently managed by staff. For example, inappropriate behaviour displayed by children is ignored or not managed consistently, which results in children becoming hurt by others or continuing with inappropriate behaviour, unaware of the effects of their behaviour on others. Staff do not follow up their requests to children not to run around or to sit down whilst they eat. Children throw toys and shout at each other, they prevent their peers accessing the home corner through force, all of which is undetected by staff.

Children learn about other cultures through a range of toys which reflect positive images of diversity. For example, children play with dolls, play people and role play items which promote equal opportunities. They learn about festivals such as Hanukkah and Divali through craft activities. Children with learning disabilities or difficulties are not adequately identified or supported to meet their individual needs. Children's spiritual, moral, social and cultural development is not fostered.

The partnership with parents and carers is inadequate. Although parents are kept informed about the setting through a notice board and newsletters, information about children's individual progress along the stepping stones is not sufficiently shared. Staff do not have adequate knowledge of the Foundation Stage curriculum to discuss it with parents and parents are not aware who their child's keyworker is which compromises their children's continuity of care. The complaints policy is out of date and does not refer to a complaints log.

### **Organisation**

The organisation is inadequate.

Children's care is significantly compromised due to poor organisation. Ofsted have not been informed about significant changes to the committee which is a breach of registration. Staff and volunteers have insufficient knowledge and understanding of the National Standards and Foundation Stage curriculum. The groups policies are out of date and do not reflect current practices. Staff are unaware of correct procedures to follow which further compromises children's care. Documentation is inaccurate and not well maintained. For example, the visitors' record and daily registers do not give a true reflection of the ages of children or number of adults present. The group's registration is for children from the age of two years. However, children attend for several months before their second birthday with a parent, even though the setting also provides a toddler group in the afternoons when the playgroup is not operating. This organisation impacts negatively on the older, more able children's learning. For example, group activities involve all ages, which fails to provide sufficient challenge for some children.

Children fail to benefit from an effective key worker system. Staff are not sure who their key children are and there are no small group times within the daily routine to meet individual needs. The rigid organisation of snack time restricts children's enjoyment of a potentially beneficial activity. For example, some children sit and wait for up to half an hour to have their turn to visit the supervisor for their snack. One by one they select their snack, make their sandwich and pour their drink. Children are left unsupported to eat at the tables whilst their peers who have finished, play. The setting does not meet the needs of the range of children for whom it provides.

The leadership and management is inadequate. The supervisor takes key times of the daily routine herself rather than delegating tasks to meet individual needs of the children and develop the skills of her team. Staff are not adequately supported or monitored to ensure they are delivering effective nursery education. For example, the supervisor is unaware of her staff's lack of knowledge about the Foundation Stage curriculum or stepping stones and therefore appropriate training has not been sought.

### **Improvements since the last inspection**

At the last care inspection in 2003 it was agreed to address five recommendations which related to snack time, equal opportunities, behaviour management and policies. There has been some improvement. For example, children have easy access to a wide range of resources which reflect diversity and festivals from different cultures are explored through planned activities. This develops children's awareness of equal opportunities. However, there is limited improvement with the update of policies. Although policies were updated immediately in June 2005 they have not been updated since. They do not reflect current legislation about complaints procedures or child protection. This compromises the partnership with parents and information for staff and volunteers and impacts on children's care. There has been no improvement with snack time or behaviour management. Although staff initially sit with the children at snack time, it is such a long, drawn out time, with children going one by one to the supervisor to select their snack and make a sandwich, children finish at different times and staff move away with the majority, leaving others on their own at the table. This compromises children's care during this part of the daily routine. It impacts on their behaviour and language opportunities. Children's behaviour is poorly managed. Inappropriate behaviour is not addressed, children are not adequately supervised to enable staff to observe their behaviour and staff do not follow up their requests to children. This results in children's behaviour hindering their learning.

At the last Nursery Education inspection in 2003, where significant weaknesses were found, four actions were raised relating to staff's knowledge of the Foundation Stage curriculum, planning, assessment and increased opportunities for learning, particularly with language, mathematics and knowledge of the world. Very limited progress has been made. Although planning relates to the six areas of learning, it is not evaluated to influence future planning to meet individual children's needs. Staff's knowledge of the Foundation Stage curriculum is very poor which means they do not understand the stepping stones and assessment. Although there are opportunities for learning through a wide range of exciting resources, the staff's lack of teaching knowledge hinders children's development.

## Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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

#### The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

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

The setting requires special measures to improve the provision for nursery education. The following urgent action is required:

- develop staff's knowledge and understanding of the Foundation Stage curriculum to ensure they understand the learning intentions of activities, appropriate age expectations and the stepping stones
- ensure planning meets individual needs; older, more able children are sufficiently challenged, especially to encourage creativity through planned craft activities
- develop the partnership with parents through an effective key worker system which ensures individual needs are understood and met effectively, through accurate observation, assessments and evaluations, which are linked to the stepping stones and shared with parents
- implement systems to monitor the effectiveness of the provision of nursery education

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

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)