

Godshill Griffins

Inspection report for early years provision

Unique Reference Number	EY337500
Inspection date	23 March 2007
Inspector	Lilyanne Taylor
Setting Address	Godshill CP School, School Road, Godshill, Ventnor, Isle of Wight, PO38 3HJ
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Registered person	The Governors of Godshill County Primary School
Type of inspection	Integrated
Type of care	Full day 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.

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?

Godshill Griffins was registered in 2006. It is managed by the Governors of Godshill Primary School and is situated within the school premises. There is a fully enclosed outdoor play area.

Full day care provision is provided and this includes a nursery, breakfast and after school club. All are registered to care for a maximum of 25 children at any one time from the age of two years to under eight years.

The operational hours of the provisions are breakfast club 08:00 to 09:00, nursery 09:00 to 15:00 and after school club 15:00 to 17:30. All are open term time only.

The Governors employ six staff, of these three hold early year's qualifications; one an Early Year's Foundation Degree and two an NVQ level 3. In addition to this one member of staff is working towards achieving an NVQ level 2.

There are currently 30 children on roll in the nursery, of these 23 are in receipt of funding for nursery education. The numbers of children on roll in the breakfast and after school club varies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and dietary needs are met because staff find out from parents what they are and keep a record of all known allergies, likes and dislikes children have. Nursery children enjoy healthy snacks; these consist of fresh fruit and sometimes sandwiches which they make. They are offered the choice of water or milk to drink at snack time and able to access drinking water throughout a session which ensures they do not go thirsty. Children attending the breakfast club are offered cereals and toast and after school club children are offered sandwiches or pitta bread. Children have the choice of apple or orange juice to drink. All provisions operate a no nut policy which further protects children health.

Children are protected from the spread of illness. All parents receive information included in their welcome packs regarding the attendance of sick children. Children who become sick while attending the setting are cared for sensitively while waiting to be collected by their parents.

Children are becoming aware of the importance of good hygiene practices through the consistent guidance and support they receive from staff. They are carefully reminded to wash their hands before eating and after using the toilet and they use paper towels to dry their hands. The premises are well maintained and clean. All eating surfaces are wiped with an anti-bacterial spray prior to and after use and all toys are cleaned on a regular basis.

Staff have a clear understanding of the procedures to record all accidents that occur on the premises. Most of the time parents sign to acknowledge that they have been informed, helping to keep children healthy. However, parents are not requested to give their written consent for staff to be able to seek emergency medical treatment and advice if necessary. As a result children's welfare is not fully protected.

Procedures in place state staff will only administer medication to children if their parents have given their written permission, however, there are no systems in place to request parents to sign the record book to acknowledge the entry.

Children develop a positive attitude towards physical exercise. Staff ensure children have daily opportunities to engage in physical activities. For example, children show good co-ordination when using large equipment outdoors such as a climbing frame and slide. While walking along stepping stones they use their arms to maintain their balance and when they reach the end they confidently jump off using both feet to land. Children show a good sense of space and move around confidently with control. Children are able to use the school hall twice weekly. This provides some nursery children with the opportunity to use climbing frames, beams and balancing bars.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in a warm and welcoming environment. Samples of children's work, posters and photographs that have been taken of children while they play are displayed in the entrance and main play room.

Staff check the premises indoors prior to children attending and outdoors before children are allowed out to play. Access to the building is closely monitored; the entrance door to the

premises is kept secure and all visitors have to knock to gain access. Although visitors are marked into the register it is not clear to see they are visitors to the provisions as there is no purpose of their visit recorded. The effective deployment and vigilance of staff ensures all children are able to play safely.

The adequate range of resources and toys that are available to children are maintained in a good condition and safe for their use. Children are able to safely access resources independently as they are stored in low level units or boxes on the floor.

Children's safety is not assured at all times. Children are always cared for by adults that are suitable. However, there are no effective systems in place to ensure they are only collected by persons their parents have authorised.

There is no written statement in place to show the procedures staff should follow in the event of a child being lost or a parent failing to collect a child. This is a breach of the Children Act Regulations.

There is no written statement of the procedures to be followed in the event of a fire. This is a breach of the Children Act Regulations.

Staff and children in the nursery are not fully aware of the procedures they should follow for evacuating the premises in the event of an emergency; they have not practised a fire drill using the exit recommended by the fire officer or experienced an evacuation with the entire school.

Staff are unaware of their roles and responsibilities should an emergency evacuation be necessary. Staff are not always able to readily state when fire drills have been carried out as a record is only maintained in the nursery diary. Fire drills are not practised with children attending the breakfast club or after school club. As a result it is not known whether all children are able to exit safely.

Systems are in place to record the number of children and staff present. However, in the nursery these are not regularly updated throughout a session. Consequently, children's safety is compromised as it is not always clear to see how many children are being cared for at any one time or whose care they are in.

The provisions do not have a written statement of the arrangements in place for the protection of each child, including arrangements to safeguard children from abuse or neglect and the procedures to be followed in the event of allegations of abuse or neglect. This is a breach of the Children Act Regulations. Not all staff are aware of their responsibilities for ensuring appropriate action is taken and only parents attending the nursery are informed of the duty staff have to report any concerns they have regarding the welfare of their child. Consequently, children's welfare is not protected. All pre-existing injuries children come in with from home are recorded and shared with parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children attending nursery settle quickly on arrival, as they are met at the door by staff. Children are encouraged to hang up their coats and bags, increasing their independence, while staff and parents ensure younger children are assisted as necessary.

The children are happy and they laugh and giggle throughout activities; for example when they sit with their cuddly toys and read books to one another or play with water, filling containers and getting each other wet.

Children share conversations with staff, who readily listen to them and take an interest in what they have to say.

Children feel secure as they are cared for by a consistent staff team; they each have a member of staff who is their key worker. Children make friendships with other children and play well alongside one another.

Staff are beginning to plan activities using the Birth to three matters framework and are currently developing systems to ensure the suggested ideas they use are linked to the observations they have made of the stage of development children are at, to ensure the experiences children are provided with are appropriate for them and supporting them to make progress.

Children enjoy carrying out activities that are linked to stories they have listened to. For example, they make jam sandwiches and rockets and pretend to travel to the moon in a cardboard box like the bear in the story 'whatever next' does.

Children attending the after school club have the opportunity to play indoors and outdoors. They engage in a range of activities. For example, model making, cooking, art/craft, use of the home corner and role play area and they have access to a computer.

Nursery Education.

The quality of teaching and learning is inadequate.

Most children are making insufficient progress towards the early learning goals, given their capabilities and starting points. Although staff are aware that some children are more able than others they are unsure of how to use the stepping stones of the early learning goals to progress children. They do not use the observations they make of children's progress to inform the curriculum to ensure all children's learning needs are met.

Children's progress records are not maintained to reflect the stage of learning and development they are at. Consequently, although staff plan activities and link them to the stepping stones of the early learning goal's they are not able to link them to the stepping stones children need to be working towards in their next steps of learning. As a result the intended learning outcome of activities is not meeting the needs of all children.

Staff know some of the children well and while presenting an activity they differentiate the learning outcome to suit individual children's needs. However, this knowledge is not known by all staff so the challenges set for children are not always pitched at the right level to ensure they are able to achieve or be extended.

Children's social skills are developing well; they are making friendships with other children and relate well to staff. Their confidence and self-esteem is raised through the constant praise they receive in recognition of their achievements and the encouragement they receive from the staff. Children are beginning to show good levels of independence in caring for themselves and their own personal hygiene. Most children are able to pour their own drinks, put on their coats and they help to prepare their own snacks by spreading jam on bread. Children's behaviour

overall is generally good. They play well together, learn how to share and take turns and are beginning to accept the needs of others.

Staff make some use of incidental learning opportunities, as well as planned activities, to introduce children to some aspects of mathematics. Children are encouraged to count how many are present and they are able to correctly identify shapes. For example, a triangle and square and they know that a circle is a round shape. They use scales to weigh scoops of play-dough counting how many scoops they need each side to balance the scales.

Children are becoming aware that print carries meaning and many children are beginning to recognise their own name. Although children have some opportunities to practise their emergent writing skills while engaging in activities such as painting and drawing, they are not sufficiently encouraged or supported to use writing as a means to mark their own work or to write on the note pads available in the role play area cafe. Some children are able to write their own name but have few opportunities to do so. Resources to write with are mainly kept in the set 'writing' area.

Some children are becoming confident communicators. They talk about the activities they are doing, their families and things they have at home. Children enjoy looking at books both alone and in small groups. They listen attentively to stories being read, recalling what they have heard.

Some children confidently use a range of small equipment. For example, they use scissors to cut paper and knives to spread jam on their bread.

Although children make rockets by covering a plastic bottle with paper that has been soaked in a flour and water mix they do not mix their own paste so that they can see the changes that occur.

Various wall displays and models show that the children have many opportunities to be creative and express themselves, using a range of recycled materials and media.

Children use their imagination well and enjoy pretending to go to the moon. They use a colander for a space helmet, their Wellington boots are space boots and they sit in a cardboard box that is their rocket.

Helping children make a positive contribution

The provision is inadequate.

Children enjoy having responsibilities and willingly offer to help the staff pack away the toys and to wipe the table after snack time. They are encouraged to place their left over snacks into a bin and to take their plates to the sink. All children are valued as individuals and respected; they respond well to the praise and encouragement they are given.

Older children benefit from the good links the nursery has with the reception class. Children that are due to attend school in September visit the reception class twice weekly to join in with the children's play or to listen to stories being read. This aids their transition from nursery to school; they are able to become familiar with the surroundings they will be in and the adults who will be teaching them. Children's spiritual, moral, social and cultural development is fostered.

The provisions do not have a written statement in place to show how children with learning difficulties/disabilities needs will be met and supported. In addition to this the nursery do not

have an officially named Special Education Needs Co-ordinator, however, a member of staff that has experience of working with such children has taken on this role. She is establishing links with outside agencies and is in the process of obtaining a copy of the 'Code of Practice for Identification and Assessment of Special Educational Needs' to ensure appropriate systems can be put in place to ensure the needs of all children are able to be met and supported.

Staff have no guidelines on how the un-acceptable behaviour children may display is managed; the provisions do not have a written statement on behaviour management, including bullying. In addition to this there is no named member of staff who has the responsibility for dealing with any behaviour management issues. To overcome this staff have drawn on the experience they have of working in other settings; strategies they use include giving explanations to children of the reasons why their behaviour is un-acceptable or distracting or withdrawing them from situations.

Parents receive some basic information about the setting in the form of a welcome pack, newsletters and an information board. They are informed of some of the policies/procedures the setting works to relating to the health of their children. However, the welcome pack is not updated to reflect current practice. As a result the information parents receive is not accurate. For example, systems for formally sharing information of the day their child has had are no longer in place and children's progress records are not kept up-to date. Parents are not advised of the procedures they should follow if they wish to express any concerns direct to the provisions. There is no written statement of the procedure to be followed where a parent has a complaint about the provisions. This is a breach of the Children Act Regulations. However, the contact details for Ofsted are displayed on a poster displayed at the entrance should parents wish to express any views or concerns direct to the regulatory body.

Good settling in procedures are offered to all nursery children; they are able to attend pre-visits with their parents prior to attending. This provides them with the opportunity to become familiar with the staff and the surroundings in which they will be cared for. Parents have the opportunity to discuss any specific care arrangements or individual needs their children may have. As a result, most care needs of children are met. Parents are informed verbally at the end of a session of the care that has been provided for their child.

The partnership with parents is inadequate. Parents receive and have access to some basic information about their child's nursery education. Information leaflets in the entrance to the setting explain the Foundation Stage and a notice board displays the various aspects and areas of their children's learning and development. Plans of activities children are to engage in are displayed for parents to see. However, because they are not based on the children's next steps of learning the plans do not clearly reflect the actual learning some children may gain.

Parents are able to view their child's written progress records at any time. However, these are not updated on a regular basis. Therefore, the information available to parents is not accurate. As a result they are not able to gain a true picture of the stage of development and learning their child is at, or what their next steps in learning are.

Organisation

The organisation is inadequate.

Effective procedures are in place to recruit and vet staff to ensure they are suitable to work with children under eight years. The organisation of space and range of quality resources provides a stimulating and interesting environment for children to learn and play. The outside

area is used well as an extension of the indoor area. Staff deployment is effective and ensures all children are well supervised at all times. Children's creative achievements are valued and displayed.

Leadership and management is inadequate. Despite this being a newly registered provision, the Governors of the school have not demonstrated they have a clear understanding of their responsibilities as registered day care providers. They show little regard to ensuring the requirements of the National Standards or Children Act Regulations are met.

The registered provider is not complying with requirements set out in regulations.

Most records, policies and procedures for the efficient and safe management of the provisions, and to promote the welfare, care and learning of children are not in place. This is having a detrimental impact on the staff being able to fully promote and protect children's safety and well-being.

Although staff have identified areas of significant weakness, there are no guidelines in place for staff to effectively communicate with the Governors or their nominated representative; they have not been informed of their official line management structure. As a result they have not had adequate support or responses to issues they have raised, of which, many remain un-addressed.

Job descriptions are not pertinent to the roles staff hold and there are no systems in place for the induction of new staff. Consequently, staff are not fully aware of their roles and responsibilities or the way the setting operates.

While it is acknowledged that the Head Teacher of the school has provided some support to nursery staff, the meetings they have had, have mainly focussed on staffing arrangements, finance and the organisation of the room children use. Although staff have had some support from the Early Years Development and Childcare Partnership they have not always clearly understood the advice they have been given and they have tried to develop their own planning and recording system. However, they are not basing their plans on the next steps of children's learning. As a result children are not being supported to make progress in all areas of their development or to reach their full potential.

There are no procedures in place for monitoring or evaluating the provisions to ensure the care and learning needs of all children are met and an acceptable standard of care and education is provided. The setting does not meet the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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

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

- ensure all regulatory documentation is in place as required
- devise an operational plan that reflects the policies and practice the setting works to

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:

- ensure observations of children are used to maintain an accurate record of the progress they are making
- devise a planning system that links to the individual learning needs of children so it is clear to see how each child is supported to make progress through the stepping stones of the early learning goals
- develop systems for monitoring the nursery education provided to ensure staff are provided with the support they need to deliver a curriculum that meets the learning needs of all children

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.

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