



## **Honicknowle Playscheme, After School Club & Pre-School**

Inspection report for early years provision

**Unique Reference Number** 117122

**Inspection date** 13 July 2005

**Inspector** Mary Dingley

**Setting Address** Honicknowle Youth & Community Centre, Honicknowle Green,  
Honicknowle, Plymouth, Devon, PL5 3PX

**Telephone number** 01752 216516

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**Registered person** Honicknowle Commnet Ltd

**Type of inspection** Integrated

**Type of care** 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?

Honicknowle Pre-school, play scheme and after school club is managed by Honicknowle Commnet Limited. The pre-school opened in 1964 with the play scheme and after school club opening later. They operate from Honicknowle Youth and Community Centre. The centre is situated within a densely populated local authority

housing estate and is close to local amenities. A maximum of 24 children may attend the pre-school and after school club at any one time. The play scheme may cater for no more than 50 children at any one time.

The pre-school is open five sessions a week 09.30 until 12.00 term time only. The after school club opens for five sessions a week from 15.15 until 18.00 term time only. The holiday play scheme opens during most school holidays on Wednesday, Thursday and Friday from 10.00 until 15.00. It does not open during the Christmas holidays. The out of school provisions have access to an outside area which is not attached to the building. The pre-school children have access to a small grassed area outside.

There are currently 25 children aged from 2 to under 5 years on roll in the pre-school, eight of whom are in receipt of nursery education funding. The out of school club has 45 children aged 4 to 8 years on roll and the holiday play scheme roll varies daily. Children come from a wide catchment area.

The pre-school currently supports children with special educational needs.

Sufficient staff are appropriately qualified throughout all provisions. Qualifications range from Diploma in Pre-School practice (DPP) or NVQ level 2 or 3 in play work. Others are working towards qualifications.

The pre-school receives support from the Local Authority advisory teachers.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about hygiene practises through staff reminding them to wash their hands at appropriate times. Younger children require increased staff support when visiting the toilet to promote their confidence and independence in this area. The setting's policy of excluding children with infectious illnesses helps reduce the spread of infection.

Children enjoy a cafeteria-style snack time. Older children choose when they want their snacks. This supports their independence and allows them to take some responsibility for the own needs. All children have individually named water bottles which they can help themselves to during the day. Staff support and remind younger children to ensure their fluid intake is sufficient, especially in hot weather.

All children engage in physical activities and enjoy riding bicycles around the room. However, to further enhance children's awareness of space, stopping and starting when manoeuvring bicycles more planning is needed in this area. All children enjoy singing and moving to music and rhyme. Older children do not learn about the importance of physical activity in maintaining a healthy lifestyle. This hinders the development of a positive attitude to exercise and limits children's physical development.

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

The provision is inadequate.

Children's risk of accidental injury within the setting is reduced by staff's sound knowledge of most safety issues. For example, they check the outdoor play area each day before the children use it. Good systems are in place at the end of the session to ensure children leave safely and with the correct adult. Staff stand by the door and as parents/carers arrive children are called. Low railings around the playroom door assist in ensuring children do not leave the room, into the main front area of the building unsupervised. However, some areas are not safe enough. Children run between the outside and inside play areas with, at times, minimal supervision. This area is not fully secure. Children are able to gain access to the car park and public area.

The setting undertakes regular fire drills, including part time and new children in these practices. This assists in the easy evacuation of the building if needed. Staff complete daily risk assessments, but these are not comprehensive enough. For example the water in the toilet area is still too hot for children to use especially as some children are not fully supervised in this area.

Children are not fully protected from harm due to some staff's limited knowledge of child protection issues. For example the pre-school group did not follow their child protection procedures when a serious allegation was made by a child to a member of staff. This was recorded by staff but not passed to the appropriate authorities.

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

The provision is satisfactory.

All pre-school children enjoy a sufficient range of activities keeping them generally occupied during the session. Good use is made of the outdoor area. Children experience indoor activities outdoors. This provides them with a different concept of space. They have access to some natural materials such as pasta, rice, sand, water and ice. This helps to promote their sense of touch. Staff recognise that children under three years old need some separate activities to the older children and these are provided at different times during the session. This provides all children with opportunities to play unhindered and develop at their own pace.

Children at the holiday play scheme are involved in planning their own activities and developing the rules of the club. This provides them with a sense of ownership and belonging. Staff recognise that children attending the after school club need time to relax after their day at school and the environment is less structured. Both out of school groups have access to the computer suite, which assists in developing their technological skills.

## **Nursery Education**

The quality of teaching and learning is inadequate. Staff are not trained in the Foundation Stage and are insecure in their knowledge about what children are

expected to gain from activities. Although some children, on occasions concentrate well during self-chosen activities, their overall concentration is poor through the lack of effective staff support. They move from one activity to another being neither fully occupied nor sufficiently challenged and left to their own devices.

Long term planning is undertaken and covers all areas of learning. The short term planning does not clearly indicate to which specific area of learning an activity relates or what a child is intended to gain. Children's initial achievement records are completed and ongoing assessments are undertaken in relation to the stepping stones. However, these are neither dated nor signed. It is difficult to assess children's level and speed of progress within the setting. Staff do not use assessments to clearly identify what is needed to move children on to the next step in their learning. Limited monitoring and evaluation of the provision means staff are unable to recognise where they are successful in promoting learning. Staff support children with special needs, including them in all activities. The setting works well with other agencies. Staff are aware of the possible need for extra help, providing 1:1 guidance when needed.

Most children enter the setting confidently and happy. Those who are upset are immediately supported by staff and settle quickly after their carer leaves. Children play well together and their behaviour is generally good despite not being fully occupied. Any potential conflict situations are skilfully defused by staff.

All children are able to count by rote but their greater understanding of numbers and mathematical concepts is hindered. For example, staff do not use everyday activities and routines to promote this area. Numerical and alphabetical displays provide constant reference points for children, but these are above their eye level and rarely used. Older children make some good attempts at copying their name. However, do they not form the letters correctly.

Children are developing a good understanding of their immediate environment. They receive visits from services such as the police. While playing outside staff talk about the local shops and what each one sells. Children enjoy creative and imaginative play, especially role-play, independently and with others. However, staff do not extend children's play. For example, the setting's current theme is transport. The role-play area consists of items such as dressing up clothes, workbench, pushchairs and dolls. There is little evidence of the transport theme.

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

The provision is satisfactory.

All children are aware of the boundaries and routines of the pre-school. They play well together and make choices in respect of their activities and snack time. This promotes their independence. They have access to a range of resources representing diversity. For example, dolls, books and jigsaws. Staff build on life experiences to promote their understanding of the wider community.

A parent information pack and notice board is available containing the setting's policies, procedures and significant issues. However, these are not kept up to date

which means parents do not receive accurate information about the setting. For example, the staff photograph board includes staff who have left the setting and the complaints policy contains some inaccuracies.

Staff in the out of school provision discuss bullying with children as a matter of course and help them to understand the effects of unwanted behaviour on others. This promotes children's respect and consideration for each other. Children learn to manage their own behaviour and channel their energy accordingly through staff's skilful approach.

Children's spiritual, moral, social and cultural development is being fostered.

Partnership with parents is satisfactory. Parents receive termly newsletters which helps to keep them informed about events within the setting. They have access to their own child's file. However, this is not done on a regular or formal basis but only when parents request it.

The setting strives hard to include parents. In the past, they have set up a rota system for parents but this produced little interest. Suggestion boxes have not been used by parents. An information sheet is available for them explaining ways they can help in the setting. Staff intend to encourage parental involvement again when new children and families start in September. Parents report they are happy with the pre-school and feel their children have progressed since attending.

## **Organisation**

The organisation is inadequate.

Staff arrive early to set up the pre-school room. This assists in helping to provide an initial welcoming environment for children. A good session timetable is available. Staff are aware of what should happen in the session. This can change depending on the weather or children present.

Sufficient staff throughout all provisions are suitably qualified. New staff are in hand for the holiday play scheme. Children's arrival and departure times are recorded in pre-school. This ensures staff are fully aware of which children are present at any one time. However, staff attendance times are not recorded.

Most required records and documentation are in place. However, records such as medication, accident, risk assessments and child protection are not sufficient to keep all children safe and secure. The setting does not meet the needs of the range of children for whom it provides.

The leadership and management are inadequate. The board of trustees does not communicate effectively with the leader of the group. Consequently, at the time of the inspection there were work experience and foreign students as well as the permanent staff working at the pre-school. This resulted in 13 adults and 14 children being present during one session. The board do not monitor policies and procedures frequently enough. They are currently signed as April 2003.

Staff attend four training days each year. This assists in their overall professional development.

Generally staff are not well deployed. The leadership is not effective in guiding them in what to do. Consequently, qualified/paid staff spend time monitoring situations while work experience students sit with children offering no input. For example, staff stand by the gate to prevent children from leaving the outside area and students sit on the floor with the children using the sand pit. Staff start an activity with children but do not complete it. Thus, children lose interest and wander off.

The setting has identified some areas that need improvement. For example, they have restructured the session to enable the older children to have some time on their own away from the younger ones. The present key worker system is being reviewed and will be implemented in September. The leader of the group receives annual appraisals from her line manager but this is not cascaded to the rest of the staff team. Therefore, it is difficult to monitor staff performance and effect change.

Staff meetings are regular but rarely minuted. The setting's action plan from their previous inspection was unable to be found. This results in difficulties for the setting to know whether they have made effective changes to the nursery education they provide for children.

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

At the last care inspection the setting agreed to an action to improve safety by conducting risk assessments especially in relation to manual handling when lifting children or furniture, the temperature of the hot water, staff office facilities and ensuring fire drills are regularly completed. Recommendations were made regarding organising space and resources to effectively meet the needs of the different ages attending the pre-school; extend the use of assessment and evaluation; provide a suitable range of activities for children, which is appropriate to their stage of development; improve the physical environment of the setting to make it welcoming to children; ensure the child protection procedure for all the groups in the setting complies with local Area Child Protection Committee (ACPC) procedures and develop staffs' knowledge and understanding of child protection issues.

Risk assessments are undertaken but these are not sufficient to cover all aspects of safety. For example, the water in the wash basin that children use remains too hot for them and continues to pose a hazard.

The setting has re-organised the session to take account of younger children's attendance where they have some time away from the older children. This works for both age groups, allowing all children to be involved in activities appropriate to their stage of development.

The building is a multi use building and staff have difficulty in maintaining any improvements to the environment due to vandalism. However, there is still some scope to enhance the environment within the play room. For example with extra displays to capture children's imagination.

The child protection policy still does not contain all the required elements and staffs' knowledge remains limited in this area.

The key issues for improvement from the last nursery education inspection were to improve planning so that all children were sufficiently challenged, ensuring all elements of the curriculum receive sufficient attention; improve staff deployment to ensure children have greater access to skilled adult support for their learning in all parts of the curriculum; improve the organisation of the whole group activities to ensure all children get the most from them and increase the levels of detail in assessments of children's progress, share this information with parents, encouraging them to be more involved.

Planning covers all elements of the curriculum but not sufficiently enough to ensure children are challenged in their learning. Staff deployment remains weak. Children do not benefit effectively from staff support in order to maintain their interest in activities. Whole group activities have been re-organised. This ensures children of differing abilities receive some input appropriate to their needs. Assessments are not detailed enough, although linked to the stepping stones. These are available to parents although staff find difficulty in involving parents in their children's learning.

### **Complaints since the last inspection**

There are no complaints to report.

## **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:

- assess the risks to children in relation to the hot water in the wash basin and the outside play area and take action to minimise these
- ensure the child protection procedure is followed and all staff are fully aware of what constitutes a child protection issue, being aware of their



responsibilities in this area and reporting incidents of child protection promptly and efficiently.

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 staff are deployed effectively in order to provide support and guidance to children and provide meaning to their play
- provide an action plan demonstrating when staff will be trained in the Foundation Stage.

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 *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)