

# Fortyfoot Play Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	122561
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Carol Newman
<b>Setting Address</b>	Fortyfoot Hall, Fortyfoot Road, Leatherhead, Surrey, KT22 8RY
<b>Telephone number</b>	01372 374769
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Fortyfoot Play Group
<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 - 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?

Fortyfoot Play Group is a committee run group. It opened in 1975 and operates from the Mencap Hall in Leatherhead in Surrey. A maximum of 40 children may attend the play group at any one time. The play group operates from 09:15 to 11:45, five days a week, term time only. Children have access to a secure, enclosed outdoor play area.

There are currently 22 children, aged from two to under five years, on roll and, of these, 12 receive funding for nursery education. Children come from the local community. The play group currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The play group employs four members of staff, of whom three members of staff hold an appropriate qualification. A current first aid certificate is held by one member of staff.

The setting receives support from the Early Years Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is inadequate.

Children play in a suitably clean environment where they know that they must wash their hands before snack and after visiting the toilet, to prevent germs. Staff ensure the first aid box is well stocked, one member of staff holds a current first aid certificate and written parental permission to seek emergency medical treatment is requested. This means staff can act in the child's best interests in the event of an accident. However, accidents occurring in the setting are not always recorded and this compromises the children's health and well-being.

Parents give written permission to administer medication. However, on the day of inspection, staff were unable to locate the children's medication quickly and this does not support the children's best interests.

Children enjoy their healthy snack of fruit, breadsticks, milk or water, each day. They competently help themselves and sit together, making snack time a social event. Appropriate staff interaction helps children understand that fruit is good for them and encourages children to develop healthy eating habits.

Children have daily opportunities for outdoor play. They move confidently as they kick and roll balls and when using the ride-on toys to go up and down the slope. Children enjoy plenty of fresh air and this contributes to a healthy lifestyle.

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

The provision is inadequate.

Most children arrive happily and settle well. Children benefit from playing in a spacious environment and this allows them to move around easily. Activities are set up at the beginning of the session and children can choose from a limited range of resources. Some resources are stored in trays, within the children's reach, but children do not independently access these, on a regular basis, to support their play. There are sufficient chairs and tables for children to play in groups. However, chairs are not provided at the art/craft activity, so that children can participate in comfort. Soft furnishings in the book area provide a cosy place for children to relax or read. However, the range of books available to the children is very limited.

Staff state that an emergency evacuation procedure is in place but this was not available for inspection. No emergency evacuation drills have been carried out this term and therefore staff and children are not familiar with the action to take if they need to leave the premises quickly and safely.

Staff do not carry out formal risk assessments to ensure the premises and equipment are safe and well maintained. Some broken equipment indoors and hazardous materials outdoors present a risk of harm to the children. Staff do not carry out a risk assessment in the outdoor area, before children go out to play, and some garden equipment is in a dirty condition. This compromises the children's health.

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

The provision is inadequate.

Children have access to a range of planned activities throughout the session. For example, on the first day of inspection, children had opportunities to operate the computer, engage in role play in the shop, complete some puzzles, colour in their Rangoli pattern worksheets, assemble the train track, find shapes in the outdoor area and make their Diva lamps from clay. However, most of these activities were repeated on the second day of inspection and therefore the children were not always interested in the activities on offer.

Staff do not take account of the children's ages and stages of development when planning. They do not use the Birth to three matters framework to influence their planning for the youngest children and the needs of the two year olds are not always met. For example, all children join together for story time and the youngest children quickly lose interest.

### **Nursery Education**

The quality of teaching and learning is inadequate. Children are developing their independence. They see to their personal needs, such as visiting the toilet, washing hands and serving their own snack. Children speak confidently to their peers and adults and they respond openly at registration time. However, older and more able children are not sufficiently challenged and this is reflected in their behaviour. Children have limited opportunities to mark make and to develop writing for a purpose. Resources are available, but children do not freely access them and staff do not always encourage children to develop skills by, for example, writing their names on their work.

Most children count confidently and are able to match the numbers on the cards to the number of pegs. Children find shapes in the outdoor area and attempt to make pictures using squares. Children use the computer on some days and they demonstrate good mouse control. However, children do not have access to a wealth of information, communication and technology resources to develop their skills.

Children learn about the cultures of others through the celebration of some festivals. However, staff do not always adapt activities so that children of all abilities gain a good understanding. Activities are often adult directed, preventing children from experimenting and interpreting for themselves. Children are prevented from using resources to extend their learning in other areas and the lack of resources for some activities, such as the clay Diva lamps, prevent children from attempting activities more than once.

At inspection, children did not have access to paint, or similar mediums, in which they can represent their experiences. Children have opportunities to engage in role play. However, play scenarios are offered to the children for more than one session, without being further developed and therefore they do not sufficiently hold the children's interest.

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

The provision is inadequate.

Staff ensure they know about most children's home language. However, staff do not find out about the cultures or festivals of the children in the setting in order to celebrate them and acknowledge their importance. Some resources that reflect positive images of all aspects of

society are available, but children are not given free access to these to develop their understanding.

There is a member of staff responsible for meeting the needs of children with learning difficulties and/or disabilities. However, she has not attended any training and the learning needs of all children have not been planned for.

Staff have not attended behaviour management training and therefore there is not a consistent approach. Some staff do not offer explanations as to why some behaviour is unacceptable. Children are not always engaged in the activities on offer and this impacts on their behaviour. Children do not understand the rules of the setting, such as not running across the puzzle mat. This means that some children spoil the activities of others and do not always treat resources with respect. Spiritual, moral, social and cultural development is not fostered.

The partnership with parents and carers is inadequate. Staff provide parents with some information about the children's activities through the display board and whiteboard. However, parents are not given sufficient information about the Foundation Stage curriculum and the importance of play in developing children's skills. Parents know they can access information, about their child, on request and staff willingly make appointments for this purpose.

## **Organisation**

The organisation is inadequate.

Most staff are new to the setting. However, there is no induction procedure in place to ensure they are aware of their role in supporting the children's care and learning. Limited procedures are in place to ensure staff are suitable to work with the children. Some adults, who have regular access to the children, have not undergone the relevant checks and limited staff records are available for inspection.

Policies and procedures do not meet the mandatory requirements in regulations, are not made available to parents and are not clearly understood and adhered to by staff. Some records relating to day care activities are not readily accessible and available for inspection at all times and some contracts with parents are not in place. Children's arrival and departure times are not recorded in the register and visitors are not routinely asked to sign the visitors' book.

Leadership and Management are inadequate. Staff have not been on any recent training and this is reflected in their knowledge and understanding of effective practices. Also, there is no appraisal system in place to identify areas for development. Some planning, observation and record keeping is in place. However, as there were no records available from the previous management, these have only been introduced this term and, at this stage, they do not meet the children's individual needs.

There are clear aims for the provision and staff are keen to ensure the group thrives and develops. These aims reflect a commitment to improving the quality of care and education.

The provision does not meet the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection, the setting agreed to develop staff's knowledge and understanding of equal opportunities issues. There has been an extensive change of staff this term and the

new staff have not been able to access training in any area. As a result, their knowledge and understanding of equal opportunities issues remains limited.

Also, the group agreed to ensure that all policies are consistent with current legislation and guidance and that they are understood and implemented by all staff and shared with parents. Limited documentation was maintained when the current management took over their posts. Staff are working towards the development of an effective set of policies but this was not in place at this inspection.

In addition, the group agreed to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice, particularly with regard to disability. There are some resources that promote equality of opportunity and anti-discriminatory practice including those that reflect disability. However, these are not made available to the children on a frequent basis.

At the last education inspection, the setting agreed to develop long and medium term plans with staff to ensure that all areas of the curriculum are adequately covered, so that staff are able to prepare topics thoroughly and are able to extend opportunities for the more able child. Staff have introduced a new planning system recently. However, it does not sufficiently identify children's individual learning needs and is not differentiated for more able and less able children. Therefore, more able children are not sufficiently challenged and the youngest children's needs are not effectively met.

The group also agreed to provide more formalised methods of writing child assessments including the date, the outcomes of the assessment and the next key targets for children. Some observations are made and these are transferred to the children's profiles. However, this is not sufficient to identify children's stages of development or next steps.

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

On 11 December 2006 concerns were raised relating to National Standard 3: Care, Learning and Play, National Standard 4: Physical Environment and National Standard 7: Health.

Ofsted asked the provider to conduct an investigation into the concerns and to report back. A written response was received on 19 January 2007 with no evidence to suggest that the National Standards, in relation to the concerns, had not been maintained.

However, the written response raised an additional concern that the chairperson of the committee had changed and Ofsted had not been notified. As a result, Ofsted issued a warning letter with regard to National Standard 14: Documentation and the breach of regulations.

Ofsted took no further action and the provider remained qualified for registration at the time the investigation was closed.

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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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:

- carry out regular risk assessments indoors and outdoors in order to identify any hazards. Take steps to promote safety within the setting and ensure proper precautions are taken to prevent accidents
- ensure policies and procedures that meet the mandatory requirements in regulations are in place, understood and adhered to by staff and made available to parents
- keep a written record, signed by parents, of all accidents occurring in the setting
- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs (also applies to Nursery Education)
- provide a suitable range of equipment to meet the developmental needs of all children that attend the setting (also applies to Nursery Education)
- ensure that all staff are aware of and able to put into practice the safeguarding children procedures as defined by the Local Safeguarding Children Board (LSCB)
- ensure that all records relating to day care activities are readily accessible and available for inspection at all times and that contracts with parents are in place for all children that attend the setting.

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 observation and record keeping is used to identify children's individual next steps so that these can be included in planning
- ensure activities challenge all children and that children have opportunities to explore and investigate and to use resources to develop and extend their own 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.

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)