

# Lakenham Pre School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	254136
<b>Inspection date</b>	24/10/2008
<b>Inspector</b>	Rosalie Mary Turner
<b>Setting address</b>	Jubilee Community Centre, Long John Hill, Norwich, Norfolk, NR1 2EX
<b>Telephone number</b>	01603 616957
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Lakenham Pre-school Playgroup is run by a committee of parents and carers. It opened in 1998 and operates from the main hall within a single storey community centre in the city of Norwich, Norfolk which is easily accessible. The setting serves children from a diverse community. The playgroup is open from 09.30 to 11.45 on Tuesday, Wednesday and Friday during school term times. Children attend a variety of sessions.

A maximum of 24 children aged from two to under five years may attend at any one time. There are currently 27 children on roll who are in the Early Years Foundation Stage (EYFS).

The playgroup employs four staff who work with the children. Three staff hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Practitioners have an insecure knowledge and understanding of the overarching requirements of the Early Years Foundation Stage (EYFS) therefore, they do not effectively provide for children's learning, development and welfare. Practice is not sufficiently inclusive because there are limited attempts to engage with parents and overcome barriers which prevent their involvement. There is no form of self-evaluation within the playgroup so staff are not able to build on strengths or address weaknesses.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning experience with reference to planning, observation and assessment 21/11/2008
- ensure the premises are safe and secure with particular reference to the outdoor play area 21/11/2008
- improve practices to promote the good health of the children with regard to serving snacks and cleaning resources 21/11/2008
- update and maintain all records, policies and procedures required for the safe and effective management of the setting 21/11/2008
- notify Ofsted of any change to the individuals who are members of the organising committee within 14 days of 21/11/2008

- the event occurring
- develop the risk assessment to fully identify aspects that need to be checked on a regular basis 21/11/2008
- ensure the behaviour management policy is effective and adhered to by all staff. 21/11/2008

## **The leadership and management of the early years provision**

The leadership and management is ineffective because there is no clear direction to promote positive outcomes for children's welfare, learning and development. Although recommendations raised at the previous inspection have been partly addressed, there is little evidence of how this has improved outcomes for children. The committee is extremely limited in size and, despite a commitment to developing the playgroup, leaders are unable to effectively monitor and evaluate the provision to know exactly what areas require improving. However, all staff have job descriptions to detail their roles and responsibilities and an appraisal system ensures their development needs are met.

The promotion of children's welfare is weak because the policies and procedures are out of date and they are not consistently implemented by staff. The risk assessment is not sufficiently developed to identify and minimise potential hazards and children's safety is compromised as the outside play area is not secure. All staff understand their responsibility to safeguard children. They demonstrate a sound ability to recognise the signs and symptoms of possible child abuse and guidance is kept to ensure they can respond quickly to their concerns. Recruitment practices are robust and staff are vetted to ensure they are suitable to work with children. However, Ofsted has not been informed of changes to the organising committee to fully safeguard children's well-being.

Parents and carers comment that they are happy with the provision, although they do not have access to good quality up-to-date information and are not involved in their children's care and learning. For example, they are not asked to identify their children's current levels of achievement when they first attend playgroup or to discuss their children's progress towards the early learning goals. Consequently, parents say they do not know about the EYFS. Links with local schools are established to ease transition. However, liaison with others supporting children's care and education, specifically where they attend more than one setting, do not ensure individual needs are met or inclusion is fully promoted.

## **The quality and standards of the early years provision**

Children are making little progress because staff do not have sufficient knowledge of the learning and development requirements of the EYFS to provide them with opportunities that allow them to reach their potential. At times children are disruptive, especially during group activities, because they are expected to sit for longer periods than their developmental stage allows. Some children lack stimulation because the activity is above their level of understanding. For instance, stencils are

provided before children have developed the pencil control to use them and staff draw round them to produce work. Children freely access the resources set out by staff but there are not enough activities to meet their needs after snack time when only books or physical play items are provided. Some children lose interest, their behaviour is challenging and staff do not respond consistently to help them learn right from wrong.

Relationships are secure because staff interactions with the children are friendly and they join in with play, but there is insufficient questioning to promote learning. Children make poor progress as there are no plans to ensure a balanced curriculum that covers all areas of learning is provided. Staff have not developed a planning process, therefore they are unaware of the learning intentions of activities and they do not have sufficiently high expectations for children's achievements. There are no developmental records and parents are not consulted about their children's starting points towards the early learning goals. Staff do not observe play or evaluate their findings to ensure the next steps in learning are identified. As a result, children do not make adequate progress in their learning and development.

Although older children are able to separate from their carers, some staff are fully occupied in settling-in practices which limits their interaction to support the needs of others. Children have access to a limited range of resources and activities to promote their awareness of the wider world. They begin to recognise their names through the use of name cards and mark-making materials are provided at every session but there are no wall displays or labelling to help children recognise that print carries meaning.

Children have few opportunities to develop their numeracy skills by routinely counting during the session. For example, they enjoy using bricks but the staff do not extend the activity and ask them to count. Children have very few chances to develop skills for the future because they are not provided with the resources to develop their understanding of technology or to find out how things work. They use their imaginations in role play but children lack opportunities to freely express themselves, for instance, by exploring rhythms or moving to music.

Children learn to keep themselves safe through practising the fire drill but a breach in the fencing does not ensure their safety when using the outdoor play area. Although there are clear routines for hand washing to ensure children learn about personal hygiene, the carpets are not cleaned sufficiently and practices at snack time do not prevent germs from spreading. Overall, the playgroup does not effectively promote outcomes for children.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Inadequate
How well does the provision promote inclusive practice?	Inadequate
The capacity of the provision to maintain continuous improvement.	Inadequate

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Inadequate
How well does the setting work in partnership with parents and others?	Inadequate
How well are children safeguarded?	Inadequate

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Inadequate
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Inadequate
How well are children helped to stay safe?	Inadequate
How well are children helped to be healthy?	Inadequate
How well are children helped to enjoy and achieve?	Inadequate
How well are children helped to make a positive contribution?	Inadequate
How well are children helped develop skills that will contribute to their future economic well-being?	Inadequate

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.