

Oxenhope Under Fives Pre-School

Inspection report for early years provision

Unique reference number	301974
Inspection date	13/11/2008
Inspector	Rasmik Parmar
Setting address	Community Centre, Oxenhope, Keighley, West Yorkshire, BD22 9LY
Telephone number	07851 702 283
Email	
Type of setting	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Oxenhope Under Fives Pre-School was established in 1973 and is organised by a committee. It is jointly run by the staff and the committee. The Pre-School have use of a large hall within Oxenhope Community Centre with direct access to an enclosed outside play area, a kitchen and toilet facilities. Opening hours are Monday to Friday, 09.15 to 11.45, term time only.

This provision is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register, and may care for a maximum of 26 children aged from two to five years.

There are currently 36 children on roll. Children attend a variety of sessions and come from the local and wider community.

The provision employs five members of staff and four staff hold appropriate early years qualifications. The provision receives the support of the Early Years Development and Childcare Partnership and are members of the Bradford Under Fives Association.

Overall effectiveness of the early years provision

Children are happy, settled and relaxed as staff have established a good relationship with children and their parents. However, children are not progressing towards the early learning goals due to ineffective systems to promote their learning and development. Children's welfare is mostly safeguarded and the setting does not fully promote an inclusive practice. The staff team have made changes to the setting and have introduced new resources to improve the overall care to children.

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:

- develop systems for planning across all the areas of learning and development (Educational programmes) 14/01/2009
- develop systems for linking observations to the early learning goals and keeping assessments across all the areas of learning and development to include children's next steps for individual learning (Assessment arrangements) 14/01/2009
- develop and establish an effective key person approach to benefit individual children's learning and development to recognise each child's uniqueness 14/01/2009

- (Safeguarding and welfare)
- develop systems for providing parents with specific information about their child's learning and development so that they are kept informed about how well their child is moving on in the Early Years Foundation Stage (Educational programmes) 14/01/2009
- ensure the involvement of other providers as partners across all the areas of learning and development (Educational programmes) 14/01/2009

To improve the early years provision the registered person should:

- develop more positive images to reflect diversity
- improve consistency in hygiene practice
- improve risk assessments to ensure all potential hazards are identified
- update the complaints procedure to ensure up to date details of the regulator

The leadership and management of the early years provision

The staff of the Pre-School take positive steps to safeguard all children effectively, for example, implementing appropriate vetting procedures to ensure all adults working with children are suitable. The setting has a key person approach, however, it is not effective for individual children and there are no systems in place for recording children's observations and maintaining assessments in order to plan for the next step in learning. Hence, this does not meet requirements. The role of staff as the child's key person is not clearly defined and they are not fully aware of their specific responsibilities to individual children. There are no plans of activities to meet children's individual needs and hence children are not learning effectively to meet the early learning goals. Hence, this does not meet requirements.

Parents and carers have access to notice boards that provide information about the Pre-School and local community information. There are open communications between staff and parents through verbal discussions on arrival and collection, with staff members making themselves accessible and approachable to parents. However, the quality of information provided to parents about their child's learning and development is lacking and does not meet requirements. Hence, they are not kept informed of how well their child is progressing in the Early Years Foundation Stage. The Pre-School encourages regular parent helpers, who are given guidance when working with children, such as ensuring they are not left alone with a child at any time.

Documentation required for the safe and efficient management of the Pre-School is in place. Although most policies and procedures are in place, the complaints procedure does not have up to date contact details for the regulator.

There are written risk assessments for the premises, including outings. Staff carry out daily observational assessments of areas of potential risk across the premises, however, these are not rigorous enough in ensuring children are kept fully safe.

Partnership links have not been established with the local schools and childminders in order to ensure children receive the full compliment of the Early Years Foundation Stage. Hence, this does not meet requirements.

The quality and standards of the early years provision

Children access a good range of activities indoors and a satisfactory range of activities outside and are supported by staff as they select from the variety of resources available in the large hall. Staff interact well with children, for example, they sit with either individual or groups of children at the tables participating in arts and crafts activities or mark making.

Children play in a spacious and airy environment, where they are able to make choices and initiate their own games. Staff work together to provide children with opportunities to develop their learning as they access a range of resources and experiences. Resources are well set up to allow children to make choices and select for themselves. Posters and examples of children's own creative work help children to feel valued and to develop a sense of belonging. However, there is a lack of positive portrayal of diversity in order to make all children welcome.

Children learn to keep themselves safe through practical activities and discussions, together with gentle reminders from staff. Together, they are learning the Pre-School rules, which are reinforced at registration time by group repetition. Children develop an understanding of a healthy lifestyle with opportunities for daily physical activities. They eat a variety of healthy and nutritious snacks. Children are also involved in activities associated with improving their understanding of food, for example, a member of staff provided groups of children with the experience of touching flour, shaking an egg in a container and mixing together to produce a dough, which was rolled out by children and cut into shapes before placing in the oven.

Children are aware of simple hygiene routines as staff encourage them to wash their hands before eating to avoid cross-infection. However, systems for serving out food to children by staff do not promote hygiene. Staff follow guidance regarding children's sickness and put appropriate procedures into place if a child becomes ill.

Children are happy and concentrate when playing with messy activities, such as with the coloured play dough and water. There are opportunities for children to mark make, such as free drawing or writing with a variety of differing resources. Children enjoy listening to stories and move to music together. They are beginning to count during activities and in groups, such as at registration time. Children are beginning to use simple technology and develop coordination when using the touch screen computer to play educational games.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.