

St Georges Pre-School Playgroup

Inspection report for early years provision

Unique reference number	315973
Inspection date	09/01/2009
Inspector	Sue Partington
Setting address	Daisy Avenue, Farnworth, Bolton, Lancashire, BL4 0EJ
Telephone number	07974 929360
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).

Description of the setting

St Georges pre-school has been registered since 1996. It operates from St. Georges church in the Farnworth area of Bolton and serves the local community. Areas used by the children are the main church hall and associated facilities. There is access to an enclosed outdoor play area. All areas are on ground level and accessible.

The pre-school is registered to care for 26 children in the early years age group. There are currently 47 children on roll who attend for a variety of sessions. The pre-school provides support for children with learning difficulties and disabilities. The facility does not have funded places for three and four year old children. The group is open Monday to Friday from 09.15 to 11.45 during school term time.

There are five members of staff who work with the children of whom four have early years qualifications to NVQ at level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The group receives support from the local authority.

Overall effectiveness of the early years provision

Provision for children in the Early Years Foundation Stage is inadequate overall. Whilst children are happy and form secure relationships with consistent staff who know them well. They make insufficient progress in their learning and development and their welfare is compromised because of ineffective organisation. Practice is not sufficiently inclusive as staff do not do enough to plan and provide for individual learning needs. Partnerships have not been formed with parents and other settings, which also compromises planning for individual children's needs and progress when they move on. The setting is under-developed as no self evaluation takes place and little action is being taken to secure improvements. Some of the recommendations left at the last inspection have been sufficiently addressed, although the setting has been unable to address some of the issues demonstrating their poor capacity to improve.

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:

- implement an effective safeguarding children policy, which includes the procedure to be followed in the event of an allegation against staff and ensure all staff understand it (Safeguarding and promoting children's welfare)

09/02/2009

- request written parental permission at the time of placement to allow the seeking of emergency medical advice or treatment (Safeguarding and promoting children's welfare) 09/02/2009
- conduct a risk assessment of the premises identifying aspects of the premises that need to be checked on a regular basis, maintain a record of these checks detailing when and by whom, and review the risk assessment regularly (Safeguarding and promoting children's welfare) 09/02/2009
- undertake a risk assessment for each type of outing conducted which includes an assessment of adult:child ratios taking into account the nature of the outing (Safeguarding and promoting children's welfare) 09/02/2009
- plan and provide a suitable range of experiences which are appropriate to each individual child's stage of development as they progress through the early learning goals in relation to all areas of learning (Learning and development) 09/02/2009
- undertake and use sensitive observational assessment to plan for children's learning needs (Learning and development) 09/02/2009

The leadership and management of the early years provision

The setting's management have not kept up to date with changes in legislation or developments in early years practice. As a result many of the requirements of the Early Years Foundation Stage are not met, which compromises children's welfare and means that they do not help children make sufficient progress in their learning and development. Whilst the manager and her staff are experienced and willing to provide a suitable service for children, they have attended little training and they have not updated their knowledge and skills. As a result they are unable to identify their weaknesses, for example in safeguarding children, or plan for change, the setting has requested the support of external agencies to help them make improvements.

Whilst some suitable documents are in place, many of the setting's policies and procedures have not been reviewed for some time. This was a recommendation at the last inspection that has not been fully completed, consequently compromising children's welfare and management of the provision. Although children are kept safe in the premises because staff complete daily visual hazard checks, no risk assessments are conducted or recorded. Additionally, whilst staff understand the risks associated with taking children out to the library, they have never completed any formal risk assessments also required by the Early Years Foundation Stage. Children's welfare is again compromised because the setting has never requested permission from parents to allow them to seek medical treatment in emergencies. General procedures for accidents are satisfactory and sufficient staff hold first aid

certificates, although these have not always been maintained. The arrangements for safeguarding are also weak. The setting does have a policy, however, it does not include procedures to be followed in the event of allegations being made against staff. Some child protection training has been undertaken, although this is several years ago and consequently staff are unsure of the procedures to follow in the event of concerns and management have no awareness of Local Safeguarding Children Board procedures.

Some basic information is provided and displayed for the attention of parents and helps keep them informed about how the setting operates, although this does not sufficiently extend to children's development which hinders planning for individual learning.

The quality and standards of the early years provision

Relationships are secure because the setting has a key person system in place which helps staff get to know children, who settle well and develop confidence in the relaxed and caring environment. Staff attempt to provide a stimulating learning environment, which children can explore freely and helps give them some independence and enjoyment in choosing the activities they enjoy. There is an emphasis on children's enjoyment and staff provide many routine activities during which children have some fun. For example, children keenly join in singing time and a range of familiar action songs. A suitable range of play opportunities are on offer, such as jigsaws, imaginative play, sand, play-dough, construction, books, slide and see-saw, although staff's lack of knowledge of how to support and extend children's learning during such activities hinders children's progress and some aspects of learning, such as Information Communication Technology are not provided for.

Adults knowledge of the learning and development requirements and guidance is inadequate and consequently provision for individual children's learning is poor. Some observations are made, although they are not used to plan for children's learning and are not done systematically enough to monitor children's progress. The provision of activities is largely thematic and is not conducted in response to children's individual learning needs or current interests. As a result many activities do not capture children's interest, stimulate or challenge them. For example, a gluing activity initially receives children's attention. They are provided with pre-cut Christmas card images to stick on paper. Children quickly become bored as they are provided with no scissors or any other elements of challenge, and so they move on. Children enjoy selecting books to look at and some show an interest in story-time, although poor differentiation means that such times are ineffectively organised to create positive learning opportunities. For example, two-, three- and four- year-old children are all grouped together for a story. The concentration of generally the youngest children soon wanes and they are allowed to wander off as staff tidy up, this then distracts the remaining children who become disengaged.

Some positive steps are taken to help children learn about being healthy. Consistent routines mean that they wash hands at key times and enjoy a basic selection of fresh fruit for snack. Snack times are treated as a social occasion,

where children are encouraged to use good manners. Permanently sited apparatus for large physical play means that opportunities are provided for physical exercise. Basic opportunities are provided to help children learn about staying safe, for example, taking part in emergency evacuation procedures. However, both children's health and their safety are compromised because of a lack of systems to manage them.

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.	4

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?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

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?	4
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?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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 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.