

Old Fallings Playgroup

Inspection report for early years provision

Unique reference number 224931
Inspection date 11/03/2009
Inspector Patricia Webb

Setting address United Reform Church, Old Fallings Lane Low Hill,
Wolverhampton, West Midlands, WV10 8BY

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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

Old Fallings Playgroup was opened in 1970 and operates under the governance of a voluntary management committee. It is sited in Old Fallings United Reformed Church Hall having use of the spacious hall and a small, fully enclosed outdoor play area. The premises meet the requirements of the Disability Discrimination Act with regard to access and facilities. The group is open Monday to Friday, from 09.00 to 11.30, term time only.

The setting is registered on the Early Years Register and a maximum of 25 children may attend at any one time. There are currently 35 children on roll aged from two years to under five years, some of whom attend on a part-time basis.

There are four members of staff, half of whom hold relevant child care qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The registered body lacks knowledge and understanding of the Early Years Foundation Stage and as a result the setting is in breach of a number of legal requirements. Significant weaknesses in the organisation of the setting and planning means that children's individual learning and development needs are not fully identified or met effectively. This means that children are not adequately supported in making progress towards the early learning goals. There is some resistance from the long-established management team to make improvements in the provision, hindering the development of staff practice and thereby impinging on how children are fully enabled to reach their potential.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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:

- update staff knowledge and understanding of safeguarding procedures (Safeguarding and promoting children's welfare) 02/04/2009
- update the safeguarding policy and procedures to ensure it is in line with Local Safeguarding Children Board guidance including procedures to be followed in the event of an allegation of abuse being made against a member of staff (Safeguarding and promoting children's welfare) 02/04/2009

- develop an effective policy and procedures to ensure equality of opportunity and support for children with learning difficulties and disabilities (Safeguarding and promoting children's welfare) 30/04/2009
- demonstrate how at least one person with a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) 02/04/2009
- maintain an effective and stringent system for demonstrating how adults looking after children or having unsupervised access to them are suitable to do so with regard to recruitment and selection processes and Criminal Record Bureau (CRB) checks (Suitable people) 02/04/2009
- conduct a detailed risk assessment and review it regularly, identifying aspects of the environment to be checked on a regular basis. Ensure that the record indicates these aspects and records when and by whom they have been checked (Suitable premises, environment & equipment) 02/04/2009
- implement an effective key person system to ensure that the individual needs of all children are met (Organisation) 30/04/2009
- maintain records, policies and procedures required for the safe and efficient management of the setting and ensure that they are readily available for inspection (Documentation) 30/04/2009
- develop the partnership with all parents by sharing information and offering support for extending the learning at home (Learning and Development) 30/04/2009
- ensure that there is a balance of adult-led and child-initiated activities, delivered through indoor and outdoor play (Organisation) 30/04/2009
- demonstrate how planning provides experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 30/04/2009
- demonstrate how sensitive observational assessment will be undertaken in order to plan to meet young children's individual needs (Organisation) 30/04/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The leadership and management of the early years provision

The registered body and the manager have not implemented the Early Years Foundation Stage (EYFS) and do not understand that this is now the legal framework governing the operation of the setting. There is no system in place to evaluate how the setting meets the needs of the children or improves their outcomes and this has resulted in significant gaps in the provision. The failure to identify and address numerous breaches of specific legal requirements in learning and development and welfare significantly affects the quality of care children receive. The systems for the recruitment and selection of new staff lack rigour as there are no job descriptions and records indicating that checks are undertaken regarding suitability and Criminal Record Bureau (CRB) procedures are not maintained for inspection. Whilst staff have a basic awareness of signs and symptoms of abuse, there has been no recent training in the procedures to be followed in reporting concerns. The current policy does not refer to changes in local authority procedures such as the Local Safeguarding Children Board arrangements. There is no information for parents regarding the procedures to be followed if an allegation of abuse is made against a member of staff. This hinders how parents and carers are assured of swift and rigorous attention if such a situation occurs.

The setting has not put in place a system for working in partnership with parents, other providers or professionals involved in individual children's programmes. This hinders the promotion of children's welfare and development. Insufficient information is recorded on individual children particularly children with learning difficulties and/or disabilities. There is no member of staff identified to take on the role of special needs co-ordinator (SENCO) and this hampers how specific needs are identified and addressed. This limits the opportunities for effective liaison with other professionals in providing a cohesive and consistent approach to individual children. The management of the setting is very long standing and demonstrates some resistance to making improvements by implementing the EYFS.

The quality and standards of the early years provision

Children settle into the familiar routines on arrival in the group. They learn to cope with separation from their parents and carers with support and are developing their friendships with each other. They move around the space indoors with ease, participating in role play as they become budding Bob the builders and others clatter round in heeled shoes as part of their dressing up activities. They understand codes of conduct within a group and demonstrate good manners during snack time and circle time. Some older children are able to write recognisable letters particularly main letters of their names and some are adept at calculating numbers. For example, when counting the number of children present each morning, children recall that 22 is 'all your fingers and all of your toes with two more!' There are times when the routines do not take full account of the levels of concentration of younger children as they lose interest and become fidgety having been required to spend relatively long periods of times sitting or contained in full group activities. This also hinders achievement for some children with

learning difficulties and disabilities.

Art and craft activities are adult-led and usually linked to a specific activity such as collage making and creating cards for certain celebrations. There is a tendency to over direct some such activities restricting children's creativity and spontaneity. Outdoor play is underused as children only access the fully enclosed area during warmer weather and the setting does not make the most of promoting fresh air and outdoor activity as part of developing an awareness of following a healthy lifestyle.

There is a lack of information collated about where children are in their learning and development because staff do not plan, observe or assess children's achievements and progress. There is no key person system in place to enable individual support to be offered to children to respond to their feelings or behaviour. Discussions with parents tends to be done by the manager and does not take account of involving parents actively in their children's learning and development.

Systems for assessing and minimising risks on the premises are not completed or recorded efficiently and hazards such as heater guards becoming hot, some socket covers missing and over-stacked chairs leave children at potential risk of harm. Their health and well-being is further compromised as none of the staff hold current first aid qualifications.

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?	4
How well are children helped to be healthy?	4
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.