

Elveden Pre-School

Inspection report for early years provision

Unique reference number 218140
Inspection date 20/01/2009
Inspector Christine Holmes

Setting address Thomas Alleynes High School,, Dove Bank, Uttoxeter,
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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).

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

Elveden Pre-school has been in operation since 1998. It is situated on the premises of Thomas Alleyne's High School, in the centre of a small rural market town. There is a fully enclosed play area available for outdoor play. There is level access to the building. The group serves the local and wider community.

A maximum of 16 children may attend the setting at any one time. There are currently 11 children attending who are within the Early Years Foundation Stage (EYFS). The setting is also registered to care for children aged over five to eight years. This provision is registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

The group has arrangements in place to support children with learning difficulties and/or disabilities and who speak English as an additional language. The group opens five mornings a week during school term times. Sessions are from 09:15 until 11:45. Children are able to attend for a variety of sessions. The setting employs three members of child care staff. Of these, two hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The setting does not provide effectively for children in the Early Years Foundation Stage. The systems for self-evaluation fail to identify the settings weaknesses and little improvement has been made since the last inspection. There continues to be breaches in some of the welfare requirements and there are some continuing weaknesses in the learning and development requirements, that have a significant impact on children's care and learning. Relationships with parents are positive, but communication with parents is not focused enough on children's learning and development. The setting provides a welcoming inclusive environment and staff demonstrate commitment to improvements, with health and safety weaknesses being addressed before the end of the inspection.

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:

- ensure the arrangements to work in partnership with parents and carers are effective to involve them in their children's learning and keep them informed about their children's developmental progress (Assessment arrangements) 06/02/2009
- ensure good hygiene practices are in place to prevent 06/03/2009

- the spread of infection (Promoting good health)
- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment) 06/03/2009
- ensure there are adequate systems in monitor the quality of the provision (Organisation) 06/03/2009
- use observational assessments to plan for children's individual learning (Assessment arrangements). 06/03/2009

To improve the early years provision the registered person should:

- improve the quality of written policies available to parents.

The leadership and management of the early years provision

The systems in place to monitor the quality of the provision are inadequate. As a result, some significant weaknesses identified at the last inspection have not been effectively addressed, for example, some hygiene practices remain poor. The outdoor sand play area is not protected effectively to ensure it is kept clean and inaccessible to animals. The food preparation area is cluttered with non-food items. Outdoor toys, the fridge and cupboards that store children's cups, plates and cutlery are not kept clean enough. Staff do not practise good hygiene routines such as washing their hands after wiping children's noses with tissues. Therefore the potential to spread infection remains high. In addition to this the setting's risk assessment is not adequate. As a result, some significant hazards have not been identified or minimised. For example, extremely hot radiators and small items that are choking hazards are within children's reach and in the outdoor area there are uncovered drains and collections of dirty rain water.

However, there are some systems in place that are effective. Procedures for recruitment and vetting of staff are sound which contributes to protecting children. The security of the premises is effective. Staff's effective knowledge of safeguarding procedures helps to protect children. Staff who work with the children spend their time in positive interaction with them and they are willing to make improvements and attend training to improve their knowledge and skills. The organisation of the learning environment is inclusive allowing children to make choices and follow their own interests. However, although improvements have been made to the observation and planning systems, these are not yet effective enough to successfully identify children's individual learning priorities in order for staff to plan relevant and challenging experiences for children. Whilst relationships with parents are positive, the setting has not taken sufficient action to involve parents in their children's learning or to keep them informed about their children's developmental progress. The quality of written information relating to the settings policies is poor.

The quality and standards of the early years provision

Children are kept secure but they are at risk of accidental injury from hazards present in the environment. Consequently the children are not being fully supported to learn about keeping themselves safe. Whilst daily routines support children's awareness of the importance of hand washing, poor hygiene standards in the environment hinders children's awareness of the importance of good hygiene.

In general children are making sound progress towards the early learning goals. They enjoy their time at the setting and benefit from a learning environment that offers a balance of stimulating adult-led and child-led activities. In and outdoor areas are organised to include all the six areas of learning. Children show growing levels of independence as they freely move around the environment 'making choices of where and what they play with from the wide range of activities on offer. As a result, they become suitably occupied and persist with activities for suitable periods of time such as using simple programmes on the computer and making purposeful models of robots and cameras. Children also take part in a daily range of planned purposeful adult-led activities that are suitably focused around children's current interest and all of the six areas of learning. For example, children's interest in the world around them is fostered through visiting the on-site farm that is run by the school. Their interest in skittles and singing is used by staff to introduce and develop their interest in number and simple problem solving. This supports children to become active and creative learners.

At all times, children benefit from caring and considerate staff who spend their time showing interest in what children are doing and saying. They develop a secure sense of belonging in the small group, where they receive support and lots of attention to feel settled and become involved. Staff model language well and ask open questions to encourage children to think and express themselves. As a result children's communication skills are developing well. However, children's progress is hindered in all areas of learning because staff do not have a secure understanding of children's abilities when they first start and they do not have a sound enough knowledge of what each child's learning priorities are.

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?	3
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?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Promoting good health) 06/02/2009
- take action as specified in the early years part of the report (Promoting good health) 06/02/2009
- take action as specified in the early years part of the report (Suitable premises, environment and equipment). 06/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Suitable premises, environment and equipment). 06/02/2009

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.