

# The Pre-School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY380293
<b>Inspection date</b>	03/04/2009
<b>Inspector</b>	Caroline Preston

<b>Setting address</b>	St Elisabeth's Church Hall, Hewett Road, Dagenham, Essex, RM8 2XT
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<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 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

The Pre-School Club is privately owned. It opened in 2008 and operates from a hall within the grounds of St Elisabeth's Church. It is situated in Dagenham, in the London borough of Barking and Dagenham. A maximum of 25 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:15 to 12:30 term time only. The setting is registered on the Early Years Childcare Register. The pre-school is in receipt of funding. All children share access to a secure enclosed outdoor play area. There are currently 18 children aged two to under five years on roll. The pre-school supports a number of children who speak English as an additional language. The playgroup employs four members of staff. Of these, two hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The lack of an effective partnership with parents affects the setting's ability to meet children's individual needs. Poor knowledge of each child's individual needs hinders all aspects of children's welfare and learning. Therefore children are not making progress, as their ability and starting points are not known. Children are safe and secure within the settings. There is no self-evaluation process in place, therefore there are no future goals or systems for identifying 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:

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic, meaningful observations and assessments and using these to plan relevant motivating experiences for each child. 30/04/2009
- ensure that every child is included and not disadvantaged because of culture, religion, home language or gender by developing effective systems to promote equality of opportunity and anti-discriminatory practice(Organisation) 30/04/2009
- ensure effective partnership with parents to support each child's needs and that parents are informed about their child's progress and achievements. 30/04/2009
- ensure all members of staff understand the safeguarding policy and procedure (Safeguarding and welfare) 30/04/2009

- ensure an effective behaviour management policy is in place which is adhered to by all members of staff (Behaviour management) 30/04/2009
- improve staff's knowledge and understanding of the EYFS so that they provide children with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning. 30/04/2009

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

Poor links with parents hinder each child's individual needs from being met, children's starting points or ongoing progress is not monitored effectively and shown to parents. However parents are offered a sound range of written information about the setting. Children do not learn about the wider world as they are not given opportunities through play and everyday practice to learn about themselves or others in the community. Lack of self-evaluation processes means that where children's needs are not being met, this is not being identified and addressed. The setting has no process in place to monitor their effectiveness and practice in all areas, therefore children's needs are insufficiently met. Children are safe within the environment as all areas of the settings are checked regularly. Not all staff have an understanding safeguarding issues, this means children are not fully safeguarded.

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

Staff's poor knowledge of the early learning goals and lack of support given to children, hinders their progress towards the early learning goals. The environment does not challenge children in their learning, and poor interaction with children by staff does not support children's individual needs. Lack of planned purposeful play, both free and adult led, does not meet the requirements of the Early Years Foundation Stage. Therefore children are not receiving enjoyable, challenging experiences across the early learning goals. Ineffective observations and assessments of children result in no next steps for children in their individual learning.

Children are not shown how to behave appropriately, they do not behave in ways that are safe for themselves and others, as they have no understanding of behaviour boundaries and hurt each other during play, staff do not challenge and manage this appropriately or safely. Children do not learn of dangers and how to stay safe. Children are offered a range of healthy snacks during the session, and are able to sit comfortably, however children do not learn about the benefits of being healthy as staff do not discuss this with children. Children are not always happy as some cry throughout the session and wander aimlessly around the room, and become spiteful to each other, staff do not always notice this, therefore children do not learn to treat each other kindly. Therefore this affects their personal, social and emotional development. Children engage in some creative

play, however, children are not encouraged during play, and challenged in their thinking, staff undertake creative activities themselves, whilst children stand and watch for long periods of time. Children's work is also completed in front of them by staff. Children do learn about problem solving, reasoning and numeracy, literacy and communication and technology. Children have sound opportunities for outdoor play and are able to climb the climbing frame and have access to some wheeled toys. Children do not handle books and during story time are sat in too large groups, therefore lose interest and concentration and wander off.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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