

Powick Pre-School

Inspection report for early years provision

Unique reference number 205277
Inspection date 08/09/2009
Inspector Rachel Wyatt

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Type of setting Childcare on non-domestic premises

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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).

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Description of the setting

Powick Pre-School opened in 1992. It is a committee run group and operates from the village hall in Powick, Worcestershire. Children have access to a secure outdoor play area. The pre-school is open each weekday from 9.00am to 3.00pm during school term times only.

The pre-school is registered by Ofsted on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 24 children aged from two to under five years on roll, some in part-time places. Children come from the local village and surrounding areas.

The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications to a minimum of level 3, and two are working towards a level 3 qualification. The pre-school provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children needs are not fully met because several key Early Years Foundation Stage (EYFS) welfare requirements are not met. As a result children's safety is compromised, they are not fully safeguarded and parents lack required, accurate information about the pre-school's registration and complaints' procedures. The committee, manager and staff demonstrate an ability to improve standards, for example, leading to good support for children from an effective confident staff team. However, the group's ability to sustain continuous improvement is hampered by the lack of an accurate evaluation of its effectiveness and of a thorough system for monitoring progress in addressing identified areas for improvement.

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:

- maintain current public liability insurance (Suitable premises, environment and equipment) 29/09/2009
- conduct an annual risk assessment of the outdoor areas that identifies aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 29/09/2009
- provide parents with an accurate written statement of the current procedure to be followed if they have a complaint (Safeguarding and promoting children's 29/09/2009

- welfare)
 - keep a record of complaints and any subsequent action taken (Safeguarding and promoting children's welfare) 29/09/2009
 - display the current certificate of registration (Documentation) 29/09/2009
 - ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation). 29/09/2009

To improve the early years provision the registered person should:

- improve the organisation of the setting: develop the use of self-evaluation to accurately identify and monitor areas for improvement in all areas of the Early Years Foundation Stage
- improve planning of activities by taking account of children's learning priorities identified through observations and assessments.

The effectiveness of leadership and management of the early years provision

Children are not fully safeguarded and their safety is compromised as several EYFS welfare requirements are not met. The absence of current public liability insurance means children and adults are not covered in the event of a claim being made as a result of an accident. Some risk assessments have not been reviewed annually so there is no accurate assessment of safety in outside areas or guidance for staff on how hazards are to be managed. An otherwise strong partnership with parents is affected because they lack accurate information about the pre-school's registration and complaints procedures. The current certificate of registration is not displayed and the complaints policy does not fully reflect EYFS requirements. No record of complaints is maintained to ensure parents and staff are aware of concerns that have been raised and how these are addressed. The committee, manager and staff are not able to fully effectively drive improvement because their evaluation of the pre-school has not resulted in an overall accurate appraisal of priorities for improvement. As a result omissions in meeting welfare requirements have either not been recognised or, in the case of a review of policies and risk assessments, not effectively monitored to ensure prompt and accurate completion of tasks. The manager and staff, however, do have a sound knowledge of child protection procedures and of what action to take if they have any concerns about a child's welfare. The group's effective recruitment and staff development procedures also ensure adults working with children are suitable to do so and have the relevant skills and experience.

In some respects the pre-school successfully makes sustainable improvements which positively benefit children's care and learning. This is reflected in the increasingly effective use of resources, including the deployment and development of staff. The new manager and staff have worked hard to build an effective team, with members confidently taking on key person roles and other responsibilities. Staff development priorities have been highlighted and promptly followed up. As a

result children are supported by caring, confident adults who ensure sessions and routines are enjoyable, rewarding and run smoothly. They are reorganising toys and equipment to ensure resources are age-appropriate and to increase opportunities for children to self-select items. Activities are well resourced, enhancing children's enjoyment and interest. Children make good progress in relation to their starting points and the setting shows a commitment to narrowing the gap for different groups of children. For example, they offer a range of activities and toys that broadly take account of children's differing ages, stages of development and learning styles. The setting is well prepared to support children with special educational needs and/or disabilities or who speak English as an additional language.

The pre-school engages successfully with parents, carers and children. The committee, manager and staff have a positive and enabling attitude to children and families so that everyone feels welcomed. A helpful welcome pack and friendly letters outline how the pre-school operates and the range of experiences offered to children. By helping in the setting and serving on the committee, parents positively contribute to decision making and supporting their children's care and learning. Regular exchanges between staff and parents, and the group's effective contacts with other providers and agencies working with children, ensure consistency for children in the EYFS.

The quality and standards of the early years provision and outcomes for children

Failure to fully to safeguard children impacts on the pre-school's ability to successfully promote key aspects of their welfare and learning. For example, although children have a strong sense of belonging, feel safe in the setting and know how to behave in ways that are safe, all this is compromised because in the event of a serious accident children are unprotected due to weaknesses in safety procedures.

In other respects, most outcomes for children are effectively promoted. From the outset children are well looked after because their individual care, health, dietary and cultural needs are clearly understood and carefully reflected in routines and activities. They have prompt appropriate treatment if they are unwell, have an accident or need medication and parents are kept well informed about their child's condition. Children have a good understanding of what constitutes a healthy lifestyle. Improvements in the organisation of hand washing ensure they consistently adopt good hygiene routines and become increasingly independent in seeing to their personal care. They make healthy choices about what they eat and drink, including helping themselves to drinks of water and talking about food that is good for them. Children are physically active, confidently managing a range of wheeled toys, balancing and climbing equipment. They enjoy regular outside activities in the inviting garden area.

Children achieve well and enjoy learning, making good progress in all areas of learning in relation to their starting points. The manager and staff have a sound understanding of the EYFS learning and development requirements and organise a

rewarding programme of activities, toys and equipment. Staff confidently assess children's progress, consistently seeking parents' views about their children's interests, skills and development. As a result, staff know children well and increasingly reflect their ideas and choices in activities. However, formal planning does not always fully incorporate children's differing needs and individual learning priorities.

Children of all ages and abilities settle well and are eager to join in activities, because adults create a reassuring and stimulating environment. Staff are effectively deployed. They sensitively support children so they become familiar with routines such as going to the toilet, preparing for snack or meal times, and moving safely to outdoor play areas. Children develop good skills for the future and get the most out of activities because adults help them to concentrate, to work independently and with others, and foster their understanding and critical thinking in practical ways. For example, since the last inspection the group has improved opportunities for children to use a range of materials and construction toys to make models and find out how things work.

Children have positive relationships with each other and adults. Currently staff are focussing on friendships and encouraging children to get to know each other and to play together. Children behave well because staff make sure they know what is expected of them, such as forewarning them of changeover times within sessions so everyone knows what is happening next. Children are encouraged to take responsibility by looking after their possessions, helping with tidying up and managing aspects of their behaviour. For instance, their sharing is endorsed by a member of staff introducing the use of a large egg timer to foster turn taking with a popular toy. Through meaningful resources, discussions and activities children learn respect for each other's differences and gain an appreciation of the wider community. They join in local community activities, for instance with the adjacent school, and help with fundraising. Through gardening and recycling they learn about caring for their environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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