

Doris Venner Pre-School

Inspection report for early years provision

Unique reference number 131807
Inspection date 23/09/2009
Inspector Carol Newman

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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*.

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Description of the setting

Doris Venner Pre-School has been operational since 1973 and it is a committee run group. It operates from the Venner Youth and Community Centre in Worcester Park in the London Borough of Sutton. A maximum of 37 children in the early years age group may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00, five days per week and 12.45 to 15.15, Monday to Thursday, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 80 children, aged from two to the end of the early years age group on roll. Children come from the local and wider areas. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs ten members of staff, of these, seven hold appropriate early years qualifications and two members of staff are working towards a qualification. The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Taken as a whole, children who have become accustomed to the setting benefit from a good standard of care and learning. However, some new children are not sufficiently supported to settle effectively and this impacts on the overall quality for all children. Staff work together to meet individual children's needs, but children with English as an additional language are insufficiently supported. The setting is beginning to use self-evaluation to identify their strengths and areas for development and staff are committed to improving and developing the quality of all children's experiences.

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:

- as well as conducting a formal risk assessment, constantly reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times (Safeguarding and promoting children's welfare) 22/10/2009
- implement effective systems to ensure that the individual needs of all children are met, particularly 22/10/2009

- when children are settling into the provision, in order that they feel safe at all times (Organisation) 22/10/2009
- promote equality of opportunity and anti-discriminatory practice to ensure every child is included and not disadvantaged because of culture or home language (Organisation) 22/10/2009
- where children receive education and care in more than one setting, ensure continuity and coherence by sharing relevant information with each other and parents (Organisation).

To improve the early years provision the registered person should:

- ensure parents are made fully aware of the policies and procedures of the setting, for example, the settling-in policy and the safeguarding policy.

The effectiveness of leadership and management of the early years provision

Staff are well qualified and work as a team. They attend additional training, whenever they can, to develop their skills and knowledge. Good employment procedures are in place to ensure staff are suitable to work with the children and they work hard to develop the quality of the children's experiences. Overall, children are well cared for but new children do not, initially, benefit from the quality of the provision. The setting takes some steps to celebrate the different cultures represented in the setting. However, effective procedures are not in place to ensure all staff can communicate with children who have English as an additional language, to establish their needs to ensure they feel happy and secure within the setting. All record keeping is in place and overall, it is suitably maintained.

Parents are given good information, about the setting ethos and the Early Years Foundation Stage, in the handbook and in regular newsletters. They are invited to support staff on a daily basis, to develop children's learning at home and to join the management committee. Parents complete the 'All About Me' form, before their child starts, to enable staff to build on children's existing skills. However, parents are not adequately made aware of some of the policies and procedures of the setting and this impacts on the care of the children. Where children receive education and care in more than one setting, procedures are not in place to ensure continuity and coherence by sharing relevant information with each other and parents. This means the provision may not complement children's other experiences.

The staff team continually improve and develop the care and learning on offer to the children. Parents complete questionnaires and their comments are used to influence staff self-evaluation of their provision and the action plan for the future, to ensure the provision is sustainable.

Staff understand safeguarding issues and where to seek help and advice. However,

children's existing injuries are not recorded. Staff are generally well deployed throughout the session and there is good use of resources internally and outdoors.

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

Children who are established in the setting arrive happily and are keen to explore their environment. They have easy access to a stimulating range of well prepared activities that are tailored to children's individual interests. Staff make very good observations of children's activities and plan the free-flow provision accordingly. For example, a child who is interested in drawing and painting is encouraged to use different tools, to choose books and make drawings to do with all curriculum areas. They 'paint' with water and large equipment to develop confidence and their physical skills. Children move freely between the rooms and have access to the well resourced outdoor area, whatever the weather. Activities cover all six areas of learning and settled children are curious and eager to learn. However, the procedures for settling the new children are not sufficiently well-organised to ensure they feel safe and secure when they first start in the provision and this impacts on the welfare of all the children.

Effective procedures are in place to identify and provide for children with additional needs. The special educational needs co-ordinator has completed the training and is well supported by the management team. Regular meetings are held with parents and any external agencies to review the children's progress and develop their individual planning.

Staff complete daily checks of areas of the building and risk assessments are carried out for outings, to contribute to children's safety. Staff take steps, such as the installation of effective fencing in the outdoor area, to address some concerns. However, a full risk assessment is not in place and some potential hazards, such as the overloaded coat stand, have not been identified and rectified to secure children's safety at all times. Children learn how to keep themselves safe through reminders about the boundaries set and the pre-school rules. Emergency evacuation practices are carried out but these are not always sufficiently recorded.

Children learn about healthy eating, and develop their independence, when they visit the snack table to choose their fruit and drinks. Staff make good use of this time to enhance children's learning because children write about their snack and this is translated into different languages. Good procedures are in place to ensure children are well cared for in the event of sickness or an accident. They learn about bodily awareness and the effects good habits have on their health through the day-to-day activities. A visual timetable helps children to understand effective hygiene procedures.

Settled children work well together and effectively learn to share toys and resources. They move about the setting confidently and the free-flow set up encourages them to develop their own play. In general, children behave well. Children have access to a wide range of information, communication and technology resources that help them develop skills for the future.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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