



Community Under 5's

Inspection report for early years provision

Unique Reference Number EY240248
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Inspector Beth Kingsland

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Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Community Under 5's pre-school is located in the community centre in Westgate-on-Sea, Kent. They have use of one large hall for work and play and a small enclosed outside play area. The pre-school is located close to the local amenities including shops and the beach.

The pre-school offers care and education to 26 children aged 2 to 5 years. There are 35 children attending the group; 22 of whom are in receipt of funding for nursery education. The pre-school have experience of working with children who have special needs. The pre-school has sole use of the building and operates Monday to Friday between the hours of 09:00 and 12:00 and a Friday session is offered for older children between the hours of 12:15 and 14:45.

There are seven staff who work with the children, all of whom have early years qualifications. All staff working in the group receive opportunities to undertake training and attend short courses. The group receive support from the Pre-School Learning Alliance development worker and a teacher from the Local Authority. They also have regular contact with the local speech therapist and the Specialist Teaching Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children are generally aware of the importance of their own personal hygiene and take responsibility for washing and drying their hands throughout the session, for example, children confidently commented, 'let's wash our hands before we eat snack'. A procedure for ensuring that equipment is clean and well presented has not been implemented and children select from equipment that is unclean and poorly maintained. For example, during role-play children selected from dirty plastic play-food, which they placed into their mouths. As a result children are not protected from the spread of infection and their health is compromised.

Details of allergies are recorded on children's admission forms and information pertaining to children's individual dietary needs and preferences are displayed within the pre-school. However, the information does not provide clear examples of possible reactions and what action staff should take. As a result, in the event of a child having an allergic reaction, staff are insecure about signs and symptoms to enable them to act quickly to ensure children are safe and well. Children receive access to drinks and snacks, which provide them with a choice of healthy and nutritious food. However, opportunities for children to freely access water are limited as children have to request when they are thirsty.

Children have access to outside play facilities and during the inspection played happily and confidently. However, use of the garden area is generally limited to the warmer months; as a result, during inclement weather children have limited access to fresh air and vigorous physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The children's welfare is safeguarded with regard to child protection issues. Staff have a clear knowledge of child protection issues and are aware of their own

responsibilities in this area, for example they spoke confidently about what would happen in the event of an allegation being made against them. Although policies and procedures were ready for inspection, as yet they have not been developed in line with recent changes to legislation.

Procedures to ensure the children's safety with regard to their arrival and departure are poor. Inappropriate systems are used and staff cannot ensure that children's safety is safeguarded. No staff member is present at direct entry, meaning staff are not sure that unwanted visitors do not enter the building and that a child could not leave the building undetected. The children are generally housed within one main room and are given free access to all available accommodation. They are given some direction with regard to their own safety within the pre-school. However, due to poor organisation and management of the available space, children's safety cannot be assured. For example, the children receive little guidance from staff to put equipment away, resulting in children tripping and falling over equipment sprawled over the floor.

The pre-school have developed risk-assessments of the premises. However, as only one person takes full responsibility for completion, staff are not involved in the process and do not contribute to identifying and addressing potential risks. For example, a gas oven is used to heat the kitchen and hall and no systems have been implemented to ensure that that children's safety is maintained. In addition fan heaters are left uncovered, which poses a risk to children. Emergency evacuations are completed to allow children to be aware of procedures.

Helping children achieve well and enjoy what they do

The provision is inadequate.

The children are aware of their daily routine and arrive happily and eager to join in with the activities provided for them. Although children appear to know the staff well, the lack of adult stimulation to encourage and motivate children results in them not reacting and openly expressing themselves. For example, younger children remain very quiet and staff fail to openly communicate and provide activities that allowed them to explore and find their own voices.

Although children are able to select from a range of equipment, staff fail to excite and motivate, which results in children not exploring or discovering independently. Staff have attended training for the Birth to three matters framework; however this knowledge has not been put into practice. As a result, staff fail to introduce to children the importance of self-discovery and creativity. Children have limited opportunities to access a balanced range of activities that allow them to explore, express their own ideas, discover how things happen and respond using their imaginations and thoughts. Activities are not appropriate to children's stages of development, for example, children aged two years were provided with thin pencils and paper resulting in children losing interest and looking around for other activities. Although staff are beginning to assess children's achievements, they fail to make effective use of these within planning. As a result, all activities are the same, with no adaptation or differentiation for individual children. Although there is a key worker

system, this has yet to been managed effectively to ensure that the differing needs of children are fully supported.

Nursery Education

The quality of teaching and learning is inadequate.

Children are aware of their environment and beginning to develop clear relationships together. Children appear confident and are beginning to select from equipment made available to them. However, children do not experience activities that allow them to use their initiative and take control of their own learning. They confidently take themselves into the toilet, and wash and dry their own hands. However, opportunities to develop personal independence as part of their daily routine are limited. For example, at snack time children do not pour their own drinks or serve themselves their choice of food. Children are not encouraged to work together; as a result many children work independently and are not effectively guided towards turn taking, choosing instead to keep toys to themselves. Children are beginning to communicate their ideas; however, staff do not actively question children throughout the activities they complete. As a result, activities lack challenge and children soon lose interest. Children listen attentively to stories read to them by staff, actively joining in with the story and discussing the pictures they see. Children are provided with a range of books to select from. Children are provided with opportunities to take part in role-play. However, lack of planning and meaningful equipment results in children not experiencing purposeful play that extends their language explores their feelings and develops relationships.

Children are encouraged to count to ten and beyond. However, opportunities for children to solve simple mathematical problems are not incorporated into the daily programme. As a result, there are insufficient opportunities for children to identify numbers, recreate simple patterns and use practical problem solving as part of free-play. Opportunities for children to learn about the local and wider world are limited. Children do not work with a wide range of materials or substances that allow them to explore, investigate, observe and re-visit. Staff fail to provide appropriate questioning techniques that allow children to be naturally curious or enthusiastic about the activities they experience. Children's fine-motor skills are developed through experiences, such as pegs and boards and pouring activities. Children are provided with equipment within the hall that helps to develop their gross motor skills. Children have access to outside play; however, due to the management of the outdoor play area, opportunities are restricted to warmer months. Staff do not plan for physical development, resulting in children's development not effectively extended or developed. Children's creativity is stifled. Staff do not create a stimulating environment in which children can use all their senses.

Staff display a limited knowledge and understanding of the Foundation Stage, which has a direct impact on children's development. Staff fail to plan and provide an appropriate range of purposeful and meaningful activities that allow children to build upon what they already know. Although staff have begun to make assessments of children's development, staff fail to make effective use of their observations. As a result, activities are not effectively planned to meet the differing needs of individual children, with activities provided with the same learning objectives and outcomes.

Helping children make a positive contribution

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered.

Children are warmly welcomed into the pre-school. They generally behave well and staff use consistent approaches to managing their behaviour. Children learn about their local community through activities that explore their local town. Activities are provided to allow children to talk openly about their home and family life.

Opportunities for them to learn about the views, feelings and needs of others from the wider world are limited, as children have limited access to a range of appropriate equipment or experiences.

Although children do have equal access to a wide range of equipment, the lack of suitable organisation and planning of the hall, restricts free and equal access. Staff select equipment for the children before they are able to make independent choice.

Children with special needs are supported throughout the session. They receive one-to-one guidance and their needs are assessed using comprehensive monitoring records, which are used to provide separate activities to meet individual needs. However, the daily planning of activities are not adapted to incorporate additional needs. The pre-school works in partnership with outside agencies.

Partnership with parents and carers is satisfactory. Parents are welcomed into the pre-school and encouraged to stay and settle their children. This contributes effectively and leads to an easy transition that benefits children's development. Parents are informed of children's development through daily exchanges of information. Parents receive limited information about pre-school policies and procedures and the range of activities provided for their children.

Organisation

The organisation is inadequate.

The setting does not meet the needs of the range of children for whom it provides.

The organisation of the pre-school is not effective, resulting in activities and opportunities not being appropriate to meet children's individual needs. Staff fail to take control of their roles and responsibilities, resulting in children not experiencing a balanced and broad range of activities that motivate and stimulate their natural curiosity.

Staff have developed as a close team and know each other well. The pre-school have produced policies and procedures, which are generally known and understood by staff. However not all have been updated in line with changes in legislation, for example the complaint procedure.

Leadership and management is inadequate. Monitoring procedures are not effective to ensure that children receive a suitable range of activities that support their

progress in the stepping stones towards the early learning goals. Staff knowledge of the curriculum is not consistent, therefore they are unable to support children within the provided activities to help them progress on to their next steps in learning. Assessments of children are not effective and are not used to inform the planning of activities. As a result, activities are not adapted to meet the differing needs and abilities of children.

Improvements since the last inspection

At the last inspection three key issues were identified and one recommendation.

The pre-school were asked to improve staff deployment and the organisation of the setting; develop staff's knowledge of the foundation stage and make effective use of assessment to inform the planning of activities. There has been poor progress made with addressing these issues. Therefore, the actions following this inspection continue to address these issues.

The pre-school were recommended to maintain records of staff. This has now been developed. Staff records hold clear information about individual staff and are updated appropriately.

Complaints since the last inspection

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure the premises are safe, secure and suitable for their purpose. Develop systems to ensure children have full and equal access to well-organised facilities that are maintained appropriately
- ensure vigorous cleaning and checking procedures are implemented to ensure equipment is maintained appropriately.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure children have access to a suitable range of experiences and activities that allow them to explore, investigate and use their imaginations, both in and outside the pre-school(also applies to care)
- provide opportunities for children to use their initiative, to select freely and independently from a wide selection of purposeful and meaningful activities that are appropriate to their individual needs(also applies to care)
- develop the leadership and management of the of the pre-school. Introduce appropriate systems to monitor the quality of teaching to ensure all staff implement a consistent approach to children's learning
- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs. Make effective use of assessment to inform the planning of activities to ensure all children, including those with special needs, make consistent progress within all areas of learning(also applies to care).

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk