

# Toadstools Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	117226
<b>Inspection date</b>	20/01/2010
<b>Inspector</b>	Sarah Jane Wignall

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<b>Type of setting</b>	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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Toadstools Pre-School is a committee run group. It opened in 2000 and operates from the church hall adjoining St Francis of Assisi Church in Honicknowle, in Plymouth. A garden is used for outdoor play activities. The setting is open on a Wednesday, Thursday and Friday from 9.30am until 12 noon with a lunch club operating from 12 noon until 1.00pm, on a Tuesday from 12.15pm until 2.45pm and on a Monday from 9.30am until 2.30pm during term time only. A maximum of 26 children aged from two to under eight years may attend the setting at any one time.

There are currently 26 children attending who are within the Early Years Foundation Stage (EYFS). They live locally and one child also attends another early years setting. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, all of whom hold appropriate early years qualifications and all are currently attending additional training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff offer appropriate support to children so that they can participate in the range of activities and experiences offered each session. They have a suitable awareness of individual needs and plan a broad range of practical learning experiences. They use risk assessments to identify hazards at the setting. Partnerships with parents are sound and they are kept suitably informed of relevant information. Staff have systems in place to identify some strengths and weaknesses at the setting and identify areas for future development.

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 adults looking after children, or having unsupervised access to them, are suitable to do so. Keep records of the information used to assess suitability including the unique reference numbers of CRB Disclosures and the date on which they were obtained (also applies to both parts of the Childcare Register) (Suitable people) 27/01/2010

To improve the early years provision the registered person should:

- develop robust procedures to ensure the safety and privacy of children when there are other users in the building during the hours of operation
- further develop observation and assessment systems so that appropriate and challenging next steps are identified for all children
- develop systems that involve parents regularly in the review of their child's progress and contribute to their child's learning and development. Develop systems that identify children's starting points, interests and abilities on entry
- increase children's independence by actively involving them in the preparation of snacks
- plan time for key workers to work with parents so that they really know and understand the children in their key group.

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

Systems to safeguard children are not sufficiently robust. Staff do not have effective systems in place to confirm that all adults working with children have been suitably checked and vetted. This is a breach of a regulation. A child protection procedure is in place and made available to parents. A designated member of staff takes responsibility for child protection. Staff ensure children are well supervised both indoors and out. However, they have not developed robust procedures to ensure that children's safety and privacy are protected when there are other people using the building at the same time as the pre-school. Risk assessments are in place and used to identify most hazards at the setting. Children are aware of safety routines and they follow these well, walking rather than running in the setting and when going outside to play. They learn about fire safety through participating in regular fire drills.

Staff and helpers are appropriately deployed during sessions, encouraging children and supporting them in their play, for instance when adults sit in the book corner children join them to listen to stories and look at books. Resources are well presented and easily accessible to children. The play room is well laid out providing children with ample space in which to play safely and comfortably. Good use is made of the recently developed outdoor area and children develop a range of physical skills as they balance on beams or ride on bikes.

Staff ensure parents are well informed about the group and the use of a large notice board and regular newsletters help to keep them up to date. Policies and procedures are in place and made available to parents. The use of parent questionnaires helps inform staff of any areas for development and general satisfaction with the group. Staff exchange information with parents on a daily basis but they have not yet introduced systems to fully involve parents in contributing to children's development records and sharing key information from home. A key worker system has been introduced and staff are building good relationships with the children and parents in their key group. They are keen to develop the role of the key workers so that they can be used more effectively to

support children in all areas of learning.

Staff at the setting are keen and committed to improving their practice. They undertake regular training in order to improve their knowledge and understanding. They have begun to evaluate aspects of the setting and identified some areas for future development such as further developing the outside play area, improving the role of key workers and developing provision for the two-year-olds at the setting.

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

Most children are happy and settled at the setting. They arrive confidently and separate easily from parents and carers. They settle quickly to activities enjoying the opportunity to move around the play room and choose from a wide range of activities. Children have established good relationships with staff and each other and they play well together. New children who are unsettled are appropriately supported by staff and offered comfort and reassurance.

Daily routines are well established and most children settle on the carpet to sing songs at the beginning of the session. They learn about numbers as they join in with action songs or staff remind them that only two children can play in the sand at any one time. Children show good levels of concentration as they are absorbed in role play or creating pictures using glue and other materials. They develop strong physical skills as they manoeuvre bikes within a designated space or balance on beams when playing outside. Staff are deployed effectively around the play room offering children support as they play. Children develop pre-writing skills as they use pencils to draw and colour and they have a go at tracing around their hand after being shown how to do this by staff.

Staff create a warm and welcoming atmosphere in the group and children receive high levels of praise and encouragement as they play. Verbal praise is reinforced with stickers and certificates helping to raise self esteem. Children are aware of the expectations for behaviour and most follow these well, for instance when visiting the café at snack time they sit nicely to eat. Children are gaining some independence as they collect a plate and cup and serve themselves but they are not encouraged to be involved in the preparation of the food, limiting their experiences and opportunities to extend their knowledge and understanding in other areas of learning. Staff have begun to undertake observations and assessments of children and some next steps have been identified. They are keen to develop these systems so that they cover all areas of learning and help focus the delivery of the planned activities ensuring all children are appropriately challenged.

Children develop a good understanding of health and hygiene through the daily routines. They wash hands regularly during the session particularly before eating or after outside play. Staff follow appropriate procedures ensuring tables are wiped before children sit to eat and food is prepared appropriately. Staff ensure parents are informed of accidents and there are suitable systems in place for administering

medication. Children learn how food is grown as they help plant strawberries and then pick them to eat. They have regular access to fresh air and exercise, with good use made of the outdoor play area for different types of play. For instance children enjoy exploring and investigating as they use magnifying glasses to look for bugs in the soil.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
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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## 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:

Met

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 (Suitable people) 27/01/2010