

St Anne's Pre-School Playgroup

Inspection report for early years provision

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509172

Inspection date

05/07/2010

Inspector

Julie Neal / Jacqueline Allen

Setting address

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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

St Anne's Pre-School is run by a voluntary committee. It opened in 1992 and operates from the community hall in the village of Hewish, near Weston-super-Mare, North Somerset. The setting is open Monday and Wednesday from 9.15am until 2.30pm, and on Thursday from 9.15am until 12.00 noon, during term times only.

The setting is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 20 children aged from two to under five years on roll. There are three members of staff, one of whom holds a level 3 early years qualification and one holds a level 2. One member of staff is working towards a level 3 qualification. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's individual needs are not met. Management systems, including processes of self evaluation, are not effective in ensuring that the setting meets the specific legal requirements of the Early Years Foundation Stage. As a result, the setting is in breach of a number of welfare requirements. Children do not receive a balance of learning experiences and processes for monitoring their individual progress and development are not used effectively. Overall, staff develop sound relationships with parents, and with others involved in supporting children's welfare, learning and development

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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:

- protect children by ensuring that staff understand their responsibility to inform the appropriate child protection agency previously identified by the Local Safeguarding Children Board, without delay, of allegations of abuse (Safeguarding and welfare) 20/09/2010
- put in place an effective system to ensure that practitioners and those individuals who comprise the registered person, such as committee members, are checked and suitable to work with children (Suitability of adults) 20/09/2010

- ensure that required information from parents is obtained in advance of a child being admitted to the provision. This must include information about who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and welfare) 20/09/2010
- ensure the necessary steps are taken to promote the good health of children, and to protect them from the risk of infection, and implement an effective policy on administering medicines (Promoting good health) 20/09/2010
- assess the risks to children in relation to access to the kitchen and cleaning fluids that are within children's reach, and take action to minimise these (Suitable premises, environment and equipment) 20/09/2010
- ensure that each child is assigned a key person (Organisation) 20/09/2010
- ensure sensitive observational assessment is undertaken in order to plan to meet young children's individual needs (Organisation) 20/09/2010
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 20/09/2010
- ensure children receive a balance of adult led and child initiated activities, delivered through indoor and outdoor play (Organisation) 20/09/2010

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

Leadership and management in the setting is ineffective because a number of legal welfare requirements are not met. This results in children being inadequately safeguarded. Records kept of when Criminal Records Bureau (CRB) checks are carried out for staff are not always recorded clearly and the required information is not easily accessible at inspection. A process to ensure all committee members checks are being carried out is not in place

There are written safeguarding policies and procedures in place. However, staff do not have an appropriate understanding of how they should act to safeguard children in all circumstances. For example, they do not know the appropriate action to take should a safeguarding allegation be made against a member of staff. Risk assessments are carried out and cover the premises and any outings. However, these are not sufficiently robust to ensure all safety aspects are considered. For example, the kitchen is at times accessible to children; cleaning fluids are kept in an unlocked, low level kitchen cupboard that is within children's reach. All staff have suitable first aid qualifications which ensures any minor accidents can be dealt with promptly and appropriately. However, the first aid box is not adequately equipped and contains items inappropriate for general use with children, such as

antiseptic ointment. Routines for the safe arrival and collection of children are effective and parents ensure they sign their children in and out of the setting. Staff ensure attendance records identify the times when children and adults are present, visitors are supervised and their presence recorded. Registration documents enable parents to record information relating to their children's care and wellbeing, for example, if they have any health or cultural requirements. However, the setting does not ensure that information they are required to hold about each child is in place, because they do not consistently record who has parental responsibility for children, and who may have legal contact. Policies and procedures that support children's welfare have not been updated to reflect the changes in the regulatory framework and so do not provide accurate information for staff or parents. Children are not assigned a key person, which is a legal requirement.

Self evaluation within the setting is not effective because it fails to identify significant issues, including that a number of welfare requirements have not been met. As a consequence, actions taken to improve the setting are not appropriately prioritised and have little impact on children's welfare, learning and development. Improvements have mainly been focused on the development of the outdoor area, which is well planned and has some unusual resources that children enjoy using. However, this is not managed effectively as children are not able to choose where they wish to play. Since completion of the outdoor area, sessions have been almost exclusively outside with no organisation of any indoor activities. This means that some children are being disadvantaged as they are not having access to their preferred learning environment. In addition, although the setting has a wide range of resources and equipment, these are not being deployed effectively in order to support children's individual learning and development needs.

Relationships with parents are satisfactory. Parents use opportunities at the beginning and end of sessions to discuss their children with staff and appreciate the 'open door' approach in the setting. Display space and newsletters are generally used effectively to keep parents up to date with recent developments. Some children attend other settings where the Early Years Foundation Stage is provided and staff have made progress in establishing relationships with these in order to share information regarding children's learning and development.

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

Children's welfare is not supported appropriately. Children are not adequately protected from the risk of illness and cross infection because policies, procedures, and daily routines do not effectively support their developing awareness of health and hygiene issues. Sickness procedures do not include exclusion times for children following infectious illnesses. The recording of dosages of medicines administered to children lacks precision. There is no policy to ensure unwell staff do not work with children, which further compromises children's health. Children are encouraged to become independent in managing their own personal care and hygiene needs. However, some children are not learning good habits because they do not use soap to wash their hands after using the toilet. In addition they are not provided with appropriate resources to enable them to learn good hygiene

practice. For example, insufficient paper towels are provided so children share a hand towel; no liquid soap is available so children who choose to use soap must share a bar. This puts children at risk of cross infection. Children spend lengthy periods playing outside, and most bring hats to protect themselves from the hot sun. There are plenty of spare sunhats for children who forget to bring their own, however staff are inconsistent in reminding children to wear these. In addition, there are inconsistencies in procedures for re-applying sun cream to children during the day, for example, written consent from parents to apply sun protection is not obtained.

Children enjoy the selection of fruit provided for their snacks. Staff ensure fresh water is available at all times and children help themselves when they are thirsty. Some children stay for lunch. Parents provide packed lunches, and overall support the settings healthy eating policy by ensuring that suitable food is provided. However, there is no system in place to ensure that any perishable items, such as dairy produce, are stored appropriately should parents forget to include an ice pack to keep their children's lunch fresh.

Children learn about aspects of personal safety. They take part in practises of the setting's emergency evacuation procedures in order to learn what to do in the event of a fire. Children show awareness of each other when using climbing and balancing equipment and ensure they conduct themselves safely and with due concern for others. However, weaknesses in risk assessments result in children's overall safety being compromised.

Children's individual learning and development needs are not consistently identified or planned for. Staff have developed systems of monitoring children's progress towards the early learning goals, but do not use these effectively. For example, children's starting points are not clearly identified, and there are large gaps in recording children's achievements in each area of learning. Organisation of the learning programme does not focus on progressing individual children because staff are not consistent in identifying the next steps in children's personal development plans. Children's choices are limited, and they do not experience a balance of adult led and child initiated learning activities because staff do not plan effectively.

Overall, children are not reaching their potential because they are not being effectively challenged. However, those that are confident in organising their own play are appropriately engaged. Children use their imaginations well. For example, making use of recycled materials such as long tubes and cardboard pipes as they pretend to be fire-fighters attacking a blaze. They demonstrate their problem solving skills as they use a variety of containers to measure and transport water, showing understanding of size and weight, and considering the most effective methods of moving liquids from one area to another. Children show awareness of the natural world. For example, they grow vegetables and flowers in the garden and ensure these are watered and cared for. They observe mini-beasts and can explain why their 'bug wall' is important in encouraging insects that will benefit their garden. Staff are kind and caring in their interactions with children, but do not make good use of opportunities provided by discussion to extend and develop children's knowledge.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
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	4
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

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

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