



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 160294

DfES Number: 523301

### INSPECTION DETAILS

|                 |               |
|-----------------|---------------|
| Inspection Date | 28/06/2004    |
| Inspector Name  | Freeda Wildon |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Full Day Care  |
| Setting Name    | Dawes Community Childcare Centre   |
| Setting Address | The Dawes Community Centre, Forstal<br>Hernhill<br>Faversham<br>Kent<br>ME13 9JG |

### REGISTERED PROVIDER DETAILS

|      |  |
|------|--|
| Name | The Committee of Dawes Community Childcare Centre<br>4018263 1081764 |
|------|--|

### ORGANISATION DETAILS

|         |  |
|---------|--|
| Name    | Dawes Community Childcare Centre   |
| Address | The Dawes Community Centre<br>Forstal, Hernhill<br>Faversham<br>Kent<br>ME13 9JG |

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Dawes Community Childcare Centre opened in 1992. It operates from the community centre in Hernhill, Faversham, Kent. The centre has access to three rooms, a kitchen, toilets and an outside area.

There are currently 43 children on roll. This includes 16 funded 4-year-olds and 12 funded 3-year-olds.

Children attend a variety of sessions each week. The centre has experience in supporting children with special needs and children with English as an additional language.

The centre opens from Mondays to Fridays, all year round. Sessions are from 08.00 to 18.00.

There are six staff that work with the children, five of whom hold an early years qualification. The group receives support from a Pre-School Learning Alliance development worker and a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Dawes Community Childcare provides unsatisfactory care for children.

Children and parents are greeted warmly. The mandatory records are in place, but not all are in line with current guidance. The registered person does not monitor and review the organisation, staff deployment and resources of the setting. Staff are not effectively meeting the needs of the children, resulting in children displaying unwanted behaviour. Not all accidents to children are recorded. Staff induction and appraisals are not fully implemented, resulting in staff having limited knowledge of policies, procedures and the National Standards.

Systems for the safe arrival and departure of children are effective. Staff are generally well informed and aware of the importance of good hygiene practice in

order to prevent the spread of infection. Children are encouraged to learn about personal hygiene through daily routine. The setting is not organised and monitored to ensure that all children have an appropriate range of activities and resources to meet their individual needs. Staff are not effectively working with children with special needs. Some staff are not secure in their knowledge of the child protection procedure to be followed if an allegation is made against a member of staff.

Staff plan a range of activities for the children based on the Foundation stage and the stepping stones. However, there is no separate planning for children under three years. Activities are not planned to meet children's individual needs. Behaviour management techniques are not effective. Disruptive behaviour by some children has a negative effect on the behaviour of others. There is no system in place to record any incident of physical restraint to prevent injuries.

Most of the parents said that they are satisfied with the care of their children and the sharing of information. However, the setting has not obtained written permission from all parents before administering medication to children.

#### **What has improved since the last inspection?**

At the last inspection the setting agreed to vet all staff working with children, notify Ofsted of all changes, make all records relating to day care staff and the committee readily accessible on the premises and available at all times, produce and implement procedures to be followed in the event of a child being lost or a parent failing to collect a child, and produce an action plan outlining how they intended to meet staff qualification requirements.

At this inspection evidence was seen that Ofsted has been informed of most staff changes, but not all committee details were available for inspection. A lost and uncollected children policy is in place and at least half of the staff are qualified.

#### **What is being done well?**

- Children are encouraged to learn about personal hygiene through the daily routine. Staff encourage children to wash their hands regularly.
- The premises are clean and maintained at an appropriate temperature and there is sufficient child sized furniture for the children. Systems for the safe arrival and departure of children are effective.

#### **What needs to be improved?**

- records and procedures so that they are in line with current guidance and available on the premises for inspection
- the recording of accidents, so that all accidents are recorded and signed for by parents
- the range of activities for children, which is appropriate for their stage of development and based on their individual needs

- planning, so that there is separate planning for children under three years
- the staff's awareness and understanding of effective ways to manage children's behaviour
- staff's knowledge and understanding of child protection issues
- the organisation, space, staff deployment and resources so that they meet the needs of the children
- the induction process for staff
- written permission from all parents for medication.

### Outcome of the inspection

Unsatisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

| The Registered Person must take the following actions by the date shown |   |            |
|---|---|------------|
| Std   | Action  | Date       |
| 2   | Organise and make effective use of the space, staff and resources to meet the needs of the children.  | 01/10/2004 |
| 3   | Devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs. | 01/10/2004 |
| 7   | Keep a signed record of all accidents to children.  | 01/10/2004 |
| 9   | Organise and monitor the setting to ensure that all children have access to the full range of activities to meet their individual needs.  | 01/10/2004 |
| 10  | Take steps to promote the welfare and development of children within the setting in partnership with the parents and other relevant parties.  | 01/10/2004 |
| 11  | Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.                               | 01/10/2004 |

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation  |
|-----|---|
| 1   | Ensure that the induction procedures are effective.                                     |
| 7   | Obtain written permission from all parents before administering medication to children. |
| 11  | Devise and implement a system to record any incident of physical restraint.             |
| 13  | Develop staff's knowledge and understanding of child protection issues.                 |

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Dawes Community Childcare Centre provision is unacceptable. Children are making poor progress towards the early learning goals.

The quality of teaching is poor, with staff providing no firm foundation for children's future learning. Staff show a lack of knowledge and understanding of the Foundation Stage, which results in children not always experiencing a balanced range of practical activities. For example, children are unable to independently select resources for themselves and to make choices. Staff do not effectively support children during the activities they complete. As a result, children's behaviour is poor, with children receiving little guidance from staff. Staff fail to use appropriate questioning to extend children's knowledge and skills. The effectiveness of curriculum planning is poor. Staff do not plan what they expect children to learn and do not set appropriate challenges for children. The activities provided are not effective in meeting children's individual needs, especially those with identified special educational needs. For example, children completing worksheets that were not appropriate to their age or stage of ability. Although staff have begun to assess children, this information is not used to inform the planning and progress of individual children's learning.

The quality of leadership and management is poor. Staff receive insufficient support with regard to developing their knowledge and understanding of the early learning goals. No firm procedures have been developed in order to evaluate and review the effectiveness of the centre's practice.

The partnership with parents and carers has significant weaknesses. Although parents receive some opportunities to become involved in their children's development, they receive insufficient information about the Foundation Stage. Parents are not informed about their children's progress in learning, with regard to their attainment within the stepping stones towards the early learning goals.

### What is being done well?

- Children are provided with regular opportunities to recognise their names as part of the daily session.

### What needs to be improved?

- staff's knowledge and understanding of the early learning goals
- the use of assessment in order to identify what children need to learn next and to guide planning
- the organisation of activities, and staff deployment, throughout the session in

order to effectively, question, challenge, manage and support all children during the activities they complete

- the support of children with special needs
- the management of children's behaviour
- the leadership and management of the setting.

|   |
|---|
| <b>What has improved since the last inspection?</b>               |
| There were no key issues identified from the previous inspection. |

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |      |
|------------|------|
| Judgement: | Poor |
|------------|------|

Children show some levels of confidence. They are generally encouraged towards personal independence; however, opportunities for them to select resources for themselves are limited. Children's behaviour is poor. Staff fail to plan and manage activities effectively, resulting in children becoming disruptive. Children with special needs receive insufficient support and guidance.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |      |
|------------|------|
| Judgement: | Poor |
|------------|------|

Children are given some opportunities to recognise their names during the session. Staff do not make effective use of planned discussion activities to develop and extend children's language skills, especially those with special needs. Children are not encouraged to develop writing skills as part of free-play activities. Although they are introduced to letters of the alphabet, staff fail to support this learning through practical learning.

### MATHEMATICAL DEVELOPMENT

|            |      |
|------------|------|
| Judgement: | Poor |
|------------|------|

Children receive some opportunities to count during the session. However, few children count reliably. Children's understanding of addition and subtraction is weak. Insufficient activities are planned and provided to develop and extend children's learning or allow children to solve simple problems during practical activities; for example, many activities are completed using worksheets. Staff's knowledge of stepping stones within this area is weak.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |      |
|------------|------|
| Judgement: | Poor |
|------------|------|

Children receive opportunities to explore information technology. Staff do not provide opportunities for children to explore, investigate and to look closely at a variety of materials and objects. The children receive insufficient opportunities to discuss and find out about events in their lives. Staff fail to encourage children to ask questions about why things happen and how things work.

### PHYSICAL DEVELOPMENT

|            |      |
|------------|------|
| Judgement: | Poor |
|------------|------|

Children receive opportunities to move freely within the centre. However, this is generally not supported by staff, resulting in children running aimlessly and without direction. Some opportunities for children to develop their small manipulative skills take place as part of the daily session. However, the lack of assessment of children's progress and the ineffective planning of the programme inhibits children's progress, especially those children with special needs.



| CREATIVE DEVELOPMENT   |      |
|--|------|
| Judgement:   | Poor |
| Some opportunities are provided for the children to access a range of media, however these are generally limited to specific children. For example, a shaving foam activity was only provided for the funded three-year-olds to access. The children receive insufficient opportunities to respond to a variety of experiences. The lack of planned activities and access to a range of materials and tools inhibits opportunities for children to communicate their ideas, thoughts and feelings. |      |

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**

## OUTCOME OF THE INSPECTION

The provision is unacceptable. Children are making poor progress towards the early learning goals.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Increase all staff's knowledge and understanding of how to plan, use and extend daily activities and routines to help children make effective progress towards the early learning goals in all six curriculum areas.
- Make effective use of assessment in order to identify individual children's next steps in learning, and use any information gained from assessment to inform the planning of activities.
- Develop the effectiveness with which staff question, challenge and extend children's development during the daily routine, especially those children with special needs.
- Increase the effectiveness with which staff support children, by re-organising staff deployment.
- Develop the leadership and management of the setting in order to support staff with the care they provide to children.

*The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*