

Calstock Under Fives

Inspection report for early years provision

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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).

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.

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Description of the setting

Calstock Under Fives opened around 27 years ago. It operates from Calstock village hall on the Quay for four mornings each week, during term time only. On Mondays and Wednesdays it is open from 9.15am to 1.15pm, on Tuesday and Fridays, it is open from 9.15am to 12.15pm. On Thursday the setting operates from rooms within Calstock Primary school, from 9am to 12pm.

The preschool is registered in the Early Years register to care for a maximum of 24 children aged from two years to under five years. Currently, there are 19 children on roll, aged from two to four years. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs, learning difficulties and/or disabilities and children who have English as an additional language. The setting receives funding for nursery education for three- and four-year-olds.

The preschool employs three members of staff, of whom two hold appropriate level three qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Although the children's day-to-day needs are adequately met, the organisation of the setting's documentation and the attention given to meeting some aspects of the welfare requirements are inadequate. Several significant aspects of the record keeping and procedures, which should be in place to safeguard children, have not been addressed. This demonstrates that the setting has a limited ability to identify and evaluate its own weaknesses and make improvements. However, children are offered a broad range of interesting resources and are satisfactorily supported in their learning and 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 parents receive accurate information on the policies and procedures of the setting (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 19/02/2011

- obtain parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 19/02/2011
- obtain an enhanced criminal record bureau disclosure for all staff and adults who work with the children, and ensure that accurate records are maintained to demonstrate that suitability checks have been completed (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register) 19/02/2011
- ensure that any changes to the nominated person and committee are notified clearly to Ofsted (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register) 19/02/2011
- conduct and maintain a risk assessment clearly stating when it was carried out, by whom, date of the review and any action taken following a review or incident (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register) 19/02/2011

To improve the early years provision the registered person should:

- review all aspects of the documentation to ensure that records are effectively maintained, up-to-date, relevant and fully comply with the welfare requirements
- improve the observation and assessment of each child's achievements and ensure these are updated consistently in order for each child's learning journey to take a personal path based on their own interests and experiences and challenge them appropriately.

The effectiveness of leadership and management of the early years provision

The setting has recently undergone some changes and as a result there has been some confusion over the roles and responsibilities of the committee and staff. As a result some of the required documentation is not in place and procedures have not been robustly followed to safeguard children's welfare. The setting has not ensured that Ofsted was clearly notified of the changes to the committee, and not all staff members have undergone appropriate vetting checks to ensure that they are safe to work and be in contact with children. Policies are being reviewed to update them, but there is no process in place to ensure that parents are given full information on the routines, policies and procedures of the setting, especially on the safeguarding policy. The setting does not obtain consent from parents in order to seek emergency medical treatment or advice for each child in the event of an emergency. Also, written risk assessments of the premises are not fully completed, signed and dated to show when they were reviewed. This failure to meet all the welfare requirements has a significant impact on the safety of children. Staff have an understanding of the procedures to follow should they have any child protection concerns, and have attended the required training.

However, staff are vigilant and careful over children's supervision, and daily checks on the shared environment ensure that most aspects are considered. The hall is transformed into an enabling learning environment with a suitable range of resources readily accessible to children. Some resources are available which promote children's understanding of the wider world and diversity, and staff plan activities to celebrate various festivals. The staff warmly welcome everyone into the setting and have established relationships with parents and carers in order to understand each child's individual needs and interests. They have identified the need to form links with other early years provisions that children attend, although this has not yet been fully implemented. Links with the local Children's Centre and the local authority advisers have been established to help the setting identify areas for improvement. The current committee and staff are keen to address the areas identified as weak and are eager to drive improvements.

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

Children enjoy their time at the setting. Generally, they are keen to settle and separate from parents well and are forming close relationships with the staff. Children show good behaviour and are polite. They understand the routines of the setting and are developing their independence and skills for the future. For example, all children understand the need to wash their hands before snack time. They are fully involved in finding plates, cups and bowls ready for their substantial snack. Children identify their names and are developing their confidence in pouring their own drinks and serving themselves. They tuck into toast and baked beans, and various fresh fruits, counting how many pieces they have on their plates. Snack time is a very social time where everyone sits together and talks about their own interests or develops their understanding of being healthy. For example, children discuss that sugar is bad for their teeth and that they need to clean their teeth regularly.

Children's health is further promoted as they access the fresh air and the outdoor environment daily. They are beginning to dress themselves appropriately for the weather conditions, although currently staff fetch children's coats for them from the foyer, which does not promote children's independence. The enclosed area provides an area where children can take out their own toys and equipment. Staff organise games such as parachute play, or help children build a den out of a plastic tarpaulin. Staff remind children about keeping themselves safe as they play with various equipment. They practise the emergency evacuation to help them understand what to do should there be a need to depart out of the building quickly. A visit from the local police officers helps children to have an awareness of other aspects of safety, such as stranger danger.

Children are offered plenty of time to engage in their own chosen play activities. Staff are on hand to offer assistance, but in the main children play independently, with little challenge for the older and more capable children. They happily play with the role play resources, converting the kitchen areas into a café, with some

children finding pencils and paper to make marks and pretend to take a food order. Staff join in with the play, but it is not sustained to extended children's learning. Other children enjoy making models out of construction materials, developing their imagination as their models become robots. Creative materials are readily on offer for children to paint, stick and make their own designs. Staff often organise a creative activity linked to a theme, such as Chinese New Year. However, sometimes this can be pre-planned and have a defined outcome, rather than encouraging children to put their own ideas and interpretation on a theme. A cosy corner has been created for children to enjoy books and rest. As part of the daily routine stories are read to the whole group, although this is not always well organised.

Staff conduct observations and assessments in order to plan for children's next steps in their learning. However, staff have yet to find a suitable method of recording this effectively so they can clearly map children's progress, and show how each child will be challenged appropriately.

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	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	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	4

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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:

Not Met (with actions)

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 actions as stated in the Early Years Register (Suitable people, Suitable premises, Documentation) 19/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as stated in the Early Years Register (Suitable people, Suitable premises, Documentation) 19/02/2011