

Pevensey and Westham Playgroup

Inspection report for early years provision

Unique reference number	109480
Inspection date	14/03/2011
Inspector	Stacey Sangster

Setting address	c/o Pevensey Memorial Hall, Church Lane, Pevensey, East Sussex, BN24 5LA
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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

Pevensey and Westham Playgroup opened in 1969. It operates from two rooms in Pevensey Memorial Hall in the centre of the village. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. A maximum of 40 children between the age of two and five years may attend at any one time. The setting is in receipt of funding for the provision of free early years education for three and four year olds. The group opens five days a week for 38 weeks of the year. Opening times are from 9am to 1pm on Mondays to Wednesdays. Opening times on Thursdays and Fridays are from 9am until 3.30pm. All children share access to a secure enclosed outdoor play area.

There are currently 61 children aged from two to under five years on roll. Children come from a wide catchment area. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs 12 staff. Of these, 11 work directly with the children. Nine of the staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting is not effective in meeting the needs of the children in the early years foundation stage. Although children enjoy their time at this setting and make steady progress in relation to their education, a number of systems in place to ensure children's welfare are not being consistently applied. As a result, this reduces the effectiveness of the safeguarding arrangements. Subsequently the early years provision requires significant improvement. The registered person is given a notice to improve that sets out actions to be carried out.

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 an effective safeguarding children policy and procedure is understood and implemented, including ensuring that the child protection agency is informed, without delay, of allegations of abuse (Safeguarding and promoting children's welfare) (also applies to the 29/03/2011

- both parts of the Childcare Register)
- ensure that there are effective systems in place to ensure that practitioners and other people aged 16 or over likely to have regular contact with children (including those living or working on the premises) are suitable to do so.(Safeguarding and promoting children's welfare) (also applies to the both parts of the Childcare Register) 15/03/2011
- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Ensure these records include the unique reference numbers of CRB disclosures obtained and the date on which they were obtained (Suitable people)(also applies to both parts of the Childcare Register) 29/03/2011
- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Documentation) (also applies to both parts of the Childcare Register) 29/03/2011

To improve the early years provision the registered person should:

- where children attend more than one setting, ensure effective continuity and progression by sharing relevant information with each other and parents
- work in partnership with parents sharing information on a regular basis systematically involving them in their child's continuous learning and development
- develop a system to verify the identity of any visitors, record their names, the purpose of the visits and details of arrival and departure times, along with improving arrival and departure procedures for staff, children and parents.

The effectiveness of leadership and management of the early years provision

The systems for safeguarding children are inconsistently applied and as a result not all children are appropriately safeguarded. In relation to safeguarding the setting does not work effectively in partnership with all parents. Whilst the provider has robust procedures to vet and check the suitability of staff who work in a child care position within the setting, they do not accurately identify when the regularity of some visitors necessitates that they be vetted and Criminal Record Bureau checked Records which evidence that the checks that have been carried out are not available to demonstrate to Ofsted that checks have been done. which is a legal requirement. Staff have access to written guidance relating to safeguarding within their safeguarding policy, but management are aware that this is not always being followed. In addition records of children, visitors and helpers on the

premises are not clear to show who is present when, and for how long. As a result of these weaknesses in procedures, children's welfare is put at risk.

Practice in this setting is not sufficiently inclusive, because not all children are being safeguarded equally. There are positive practices in relation to supporting children from all ethnic, cultural and religious backgrounds and those with additional needs. The attempts to narrow the gap in relation to children's educational achievements are improving outcomes for most children. Not all barriers in relation to engaging with parents have been addressed and the setting continues to work on ways to overcome this. Partnerships with parents in relation to education are emerging and with the exception of the safeguarding issues the partnership in relation to most aspects of care is effective.

The effectiveness of the partnership working with others is variable. The setting has positive links with professionals who assist them to support children with additional needs, which enhances the care that they offer children. The setting is aware that they must work in partnership with other providers where children attend another setting to support continuity, but in most cases they have failed to identify an effective method of achieving this.

Resources in the setting are plentiful, well maintained and appropriate for the ages for the children attending. Space is used effectively both inside and out. The resources are used effectively to promote planned goals for children. Staff are effectively deployed and offer good levels of support to children throughout their time in the setting.

Staff attend training, where available and where it is not available seek guidance on line or from other sources. They recently obtained guidance from the internet relating to sign language which they have been teaching themselves in lieu of an accessible course. Where training is attended there is some evidence that it is not making any impact on their practice. Recent safeguarding training resulted in no changes to the systems in place and therefore had no impact on children. Records of the risk assessment do not meet requirements despite the guidance obtained from training courses being present in the setting's risk assessment file. The management work with staff, children and parents as well as the local authority to identify areas for improvement. The systems in place have failed to identify significant issues and some areas of poor practice have been in place for a number of years. The failure to identify the main weaknesses in the setting has resulted in priorities for improvement being misdirected. As such the arrangements for driving improvement are ineffective.

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

Children settle quickly and are engaged in purposeful play throughout the session. Children approach adults without hesitation and interaction between staff and

children is warm and friendly. Systems are in place to monitor children's progress although currently these track, rather than assess, how well the children are making progress in relation to the Early Years Foundation Stage framework. This reduces the opportunities to see where gaps in children's abilities begin to appear, although the staff are vigilant and use their knowledge of child development to identify if children are not making progress as expected. Significant gaps in children's learning are quickly identified and staff work effectively together to address these. The systems in place to routinely and systematically share what each child's key person has identified as the child's next step are not yet fully embedded. This reduces the partnership working to enable all staff and the children's parents to work together to support specifically identified targets and impacts on how much specific support children receive to reach their next steps. Records show that most children are making satisfactory or good progress towards the early learning goals.

Children are developing an understanding of how to keep themselves and others safe, for example showing care and consideration for others when riding bikes. Children's ability to feel fully safe in the setting is compromised by the weaknesses in the safeguarding arrangements in place.

Children are beginning to show an awareness of the importance of following appropriate personal hygiene routines, although some require prompting by adults. Healthy eating is promoted and children enjoy a range of foods at snack time including biscuits. They are beginning to understand which foods need to be eaten in moderation, for example, children were aware that too many biscuits are not good for you. Children go outside on a regular basis, although free play opportunities are restricted by the layout of the building and its access to the garden. Children enjoy playing in the fresh air and are beginning to understand the positive impact that physical activity has on their health. One child commented to his friend that his legs were really strong and he was a good kicker because he plays lots of football.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. Children understand the expected types of behaviour within the setting and as a result behaviour is good. Most children cooperate with each other, sharing toys and resolving disputes without the need for adult intervention. Skills that will support them in the future and aid their transition to school are progressing well. Children's confidence is growing and they show good levels of self-esteem and independence. Children learn about each other's cultures through topics about a range of festivals and celebrations significant to the children and their families who attend as well as the wider community.

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	2
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	4
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	2
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	2
The extent to which children develop skills for the future	2

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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 action as specified in the Early Years Register section of the report (Suitability of persons to care for, or be in regular contact with , children) 29/03/2011

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 action as specified in the Early Years Register section of the report (Suitability of persons to care for, or be in regular contact with, children)(also applies to the compulsory part of the Childcare Register) 29/03/2011
- take action as specified in the Early Years section of the report (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register) 29/03/2011