

# Glen Street Play Provision

Inspection report for early years provision

---

<b>Unique reference number</b>	226857
<b>Inspection date</b>	28/03/2011
<b>Inspector</b>	Christine Armstrong
<b>Setting address</b>	Glen Street, Leicester, Leicestershire, LE4 6NN
<b>Telephone number</b>	0116 2221020
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

The Glen Street Play Provision opened in 1986 and operates from rooms on two floors within The Glen Street Rooms, which is a Leicester City Council Building in the Belgrave area of the city. The first floor of the building is accessed by stairs and not currently used. The ground floor of the premises can be easily accessed by all children and there is a secure outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 35 children at any one time. There are currently 42 children aged from two to 12 years on roll, of whom 24 are within the early years age group.

The setting is open each weekday throughout the year, except for bank holidays, offering various childcare sessions from 7.00am to 6.00pm. Currently, the playgroup is open each weekday from 8.30am to 11.30am and 12.00pm to 3.00pm during term time only. An out of school club opens each week day from 3.00pm to 6.00pm during term time and each weekday during the school holidays from 8.30am to 6.00pm.

The setting is in receipt of nursery education funding. Children come from the local community. The setting currently supports children with special educational needs and all of the children speak English as an additional language. The setting employs eight staff, 50% of which hold appropriate early years qualifications and two members of staff are working towards a higher level qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Adults in the setting have a limited understanding of the Early Years Foundation Stage. Organisation is poor and several systems within the setting are not effective. This compromises children's safety and well-being and their progress in learning. Systems to evaluate the effectiveness of the provision are not rigorous enough; consequently, self-evaluation is not effective. Partnerships with parents and other agencies are being developed appropriately.

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 all staff understand the safeguarding policy and procedures (Safeguarding and promoting 13/04/2011

- children's welfare)(also applies to both parts of the Childcare Register)
- ensure the nominated person designated to take the lead responsibility for safeguarding children within the setting attends a child protection training course (Safeguarding and promoting children's welfare) 04/05/2011
- carry out a full risk assessment for each type of outing, including assessment of required adult: child ratios; the nature of the outing and whether to exceed normal ratio requirements in accordance with providers' procedures for supervision of children on outings. The assessment must be reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare) 04/04/2011
- ensure a daily record of children's hours of attendance is maintained (Documentation)(also applies to both parts of the Childcare Register) 04/04/2011
- take all reasonable steps to ensure hazards to children are kept to a minimum (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 04/04/2011
- ensure all adults gain knowledge and understanding of the Early Years Foundation Stage learning and development requirements so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Early Learning Goals) 04/05/2011
- ensure all areas of learning and development are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities (Educational programmes) 02/05/2011
- undertake sensitive observational assessment in order to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 02/05/2011
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children (Organisation). 02/05/2011

To improve the early years provision the registered person should:

- liaise with other providers delivering the Early Years Foundation Stage to children in the setting to ensure the progression and continuity of their learning and care is supported.

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

Children are not adequately safeguarded because policies and procedures are not all understood by adults and are not all effective in practice. Although there is an adequate child protection policy, not all adults know the procedures they must follow if they are concerned about a child's welfare. In addition, the person nominated to take the lead responsibility for safeguarding has not attended training for this role. Consequently, she has limited understanding of her role and responsibilities. This significantly compromises the setting's ability to safeguard children. A system is in place to record children's attendance but it is not effective in recording all children's attendance. This further compromises children's safety. Risk assessments are undertaken. However, a risk assessment is not available for the twice daily trip to local schools. Although the office is used for small groups of children it has not been risk assessed and contains potentially hazardous electrical equipment. Adults are not always vigilant enough to ensure access to the kitchen is restricted. Consequently children's safety in and out of the setting is compromised. However, suitable emphasis has been placed on ensuring there are appropriate vetting procedures in place. This ensures all adults working with children are suitable to do so. Adequate procedures are in place to support children's good health.

The organisation of this setting is not inclusive. Systems are not in place to ensure learning and development experiences are tailored to meet individual children's needs. Although all adults are caring and kind, some adults do not have sufficient knowledge and understanding of how to support children's learning. Therefore, children are not sufficiently supported to make suitable progress towards the early learning goals. The learning environment is not inclusive. There is an insufficient range of toys and resources made available to children to support and challenge all areas of learning. The setting is developing partnerships with services that support children who have special educational needs and/or disabilities. This helps to support children at the setting who have special educational needs and/or disabilities. This partnership is also supporting the implementation of "Fun time" sessions which is an educational programme that supports children's learning. Adults in the setting are bilingual and this provides good support for children for whom English is an additional language. However, the setting does not liaise with other providers who also deliver the Early Years Foundation Stage to children in the setting. Therefore, the progression and continuity of their learning and care is not supported.

Positive relationships are developed with parents. Parents are welcome to stay during play sessions. Adults talk to the children's parents and carers each day which helps to support children's care and well-being. Notice boards, written policies and an introduction pack provide parents with information about the setting. However, systems are not effective enough to keep parents informed about their children's progress and achievement towards all the early learning goals. The setting's self-evaluation process is not effective in seeking the on-going views of parents with regards to the quality of the setting.

Leaders and managers do not drive and secure improvement effectively because they lack knowledge about the settings performance. The setting's self-evaluation process does not identify the weaknesses in the welfare and learning and development requirements. This results in inadequate outcomes for children.

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

Children's safety and welfare is not adequately protected because several legal requirements are not met. Despite this children settle well into the group and develop positive relationships with adults and other children attending the setting. They access fresh air and exercise daily when playing in the small outdoor area.

The setting has a system in place to observe and assess children's learning but it is not effective in practice. For instance, although some observations are recorded they are not frequent enough to monitor children's progress or identify next steps in learning. Consequently, activities and experiences are not planned to meet each child's individual stage of development. This significantly compromises the progress all children make. It also compromises the setting's ability to identify children that may need additional support from outside agencies.

Planning focuses on providing resources to promote all areas of learning. However, due to poor organisation not all resources are made available. Therefore, not all areas of learning are promoted. For instance, although written plans include information technology resources, no resources are set out by adults. Some of the resources that are set out for children are uninspiring. For instance, the role-play area consists of a plastic mat with plastic animal figures and a small amount of animal costumes for dressing up. Consequently, children have limited opportunities to play imaginatively. Books are limited in number and not displayed to attract children's interests. Children are not active learners as adults make the decisions on the activities and resources available. Their choice and ability to initiate their own play is restricted by the limited resources that are made available to them. For example, children playing in the sand have no resources to measure or mould. This hinders children's opportunities to explore and experiment. Children take part in creative activities, including bracelet and card making but media such as paint is not freely available for children to create for their own purpose.

Adults speak kindly to children who benefit from hearing and using their home language in the setting. There is a good balance of spoken English which supports children to become bilingual. A range of festivals are celebrated which helps children to value and recognise similarities and differences in themselves and others. However, most of the time adults supervise children rather than actively promote their learning. Some adults are unclear about what the children should be learning. Interaction is mainly reactive and lacks purposeful involvement in their learning. Therefore, children are not adequately supported and challenged to progress as they play. For example, when children show interest in looking at the picture cards set out on the table they are not questioned and challenged to think and express themselves. This restricts the progress they are making in their

language and communication skills.

At times the organisation of the setting is chaotic. Sometimes daily routines such as hand washing before meals are not followed. As a result, children are told to leave their meals to go to wash their hands. At times routines require children to sit for long periods of time. For example, children sit for 30 minutes at breakfast time where they take no active role in serving themselves or pouring their drinks. Then they take part in a circle activity that requires them to sit for a further 20 minutes. Sometimes children show no interest in any of the activities or resources set out and spend time unoccupied or running around the room playing hide and seek. At times children show a lack of understanding about rules and boundaries, for example, pulling work displays off the wall. However, during "Fun Time" sessions children demonstrate they are very eager to take part and demonstrate what they know. They sit, listen well and take turns with the support of picture prompts, props and stickers. More outgoing and able children enjoy the opportunity to express themselves. However, they often gain the most attention in the group. Consequently, some younger less able children are not fully supported to become involved.



## 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	4

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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 section of the report (Arrangements for safeguarding children) 03/05/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 03/05/2011
- take action as specified in the early years section of the report (Records to be kept). 03/05/2011

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 section of the report (Arrangements for safeguarding children) 03/05/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 03/05/2011
- take action as specified in early years section of the report (Records to be kept). 03/05/2011