

St. Peters Pre-School CIC

Inspection report for early years provision

Unique reference number

EY413644

Inspection date

23/11/2010

Inspector

Lesley Bott

Setting address

St Peters Church Hall, St. Peters Church, Old Church Road,
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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.

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

St. Peters Pre-School Community Interest Company is privately owned and has been registered since 2010. The setting has use of the main meeting hall and garden room and on special occasions has use of St. Peters Church in Harborne, Birmingham. There is a fully enclosed play area available for outdoor play. Access to the building is via a driveway and double doors into the main reception area.

A maximum of 32 children from two years old to under eight years old may attend the setting at any one time. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The setting also cares for children up to 11 years and this is registered by Ofsted on the voluntary part of the Childcare Register. The provision is open Tuesday to Friday 8.15am until 12 noon, term time only. The setting has systems in place to support children with learning difficulties and/or disabilities.

The setting employs five members of staff to work with the children. Two of whom are managers of the setting; one of the managers is qualified to NNEB Level 3. Two members of staff have appropriate Level 2 early years qualifications, one of whom is working towards Level 3. The setting also employs an NVQ Level 2 student.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting has a number of specific legal requirements that are not being met. Provision for children's learning and development is limited due to systems not being in place to evaluate activities. However, children are suitably occupied and enjoy the range of activities provided. The setting does not know enough about children's individual capabilities to ensure progression and continuity of learning and care. Systems to evaluate the effectiveness of the provision are not rigorous enough. Consequently, self-evaluation is still in the process of being developed.

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:

- implement an effective complaints policy and safeguarding children policy and procedure. This must include the procedure to be followed in the event of an allegation being made against a member of staff and ensure all members of staff understand the 05/01/2011

- procedure (Safeguarding and promoting children's welfare)
- maintain records required for the safe and effective management of the setting and to meet the needs of the children, in this instance maintain an accurate record of children's key workers (Documentation) 05/01/2011
- gain knowledge and understanding of the Early Years Foundation Stage, so that children are provided with an educational programme that complements provision in school as they make progress towards the early learning goals, also undertake sensitive observational assessment in order to plan to meet children's individual needs. (Organisation) 05/01/2011

The effectiveness of leadership and management of the early years provision

Children are not adequately safeguarded because a number of specific legal requirements are not being met. For example, policies and procedures are not in place for safeguarding and complaints. The setting has a procedure in place to check all staff and to ensure they are suitable to work with young children. The manager has a satisfactory knowledge of child protection issues and procedures to protect children from possible harm, but is not clear about the procedure to be followed in the event of an allegation being made against a member of staff. There is no system in place for sharing details of the setting's safeguarding procedures with parents as these policies have still to be written.

Children's safety is further compromised as staff do not have a system in place to ensure that each child is assigned a key person to help meet the needs of individual children. A written risk assessment is completed regularly and staff report they conduct a visual inspection on a daily basis to ensure that children remain safe and secure within the setting. Routine inspections of the outdoor area are effective, as a result, staff minimise the risks to children. The effectiveness of leadership and management in driving and securing improvement is inadequate. The manager is in the process of completing the Ofsted self-evaluation form, but this is incomplete and fails to identify significant weaknesses within the setting. In addition, the manager's limited knowledge and understanding of the statutory framework restricts her ability to fully assess the effectiveness of the provision. Consequently, she has failed to identify that a number of specific legal requirements have not been met. The setting has a satisfactory system in place to ensure children are safe while at the setting. Registers are maintained accurately indicating children's arrival and departure. Staff are suitably experienced in caring for young children and hold appropriate qualifications, including valid first aid certificates.

The setting endeavours to provide an inclusive service and warmly welcomes all children and their families. Staff promote relaxed and informal relationships with parents, who routinely speak to staff at the end of the session. This is further enhanced with written daily diaries for parents to involve them in their child's

activities while at the setting. The setting is beginning to establish partnerships with other providers delivering the Early Years Foundation Stage. For example, they link in with the school next door and arrange for visits for the children prior to their transition. Satisfactory information is obtained from parents in relation to children's care needs. Paperwork is in place for parents to complete on their child's needs and interests to enable staff to know and understand them. However, this is only in place for a small majority of the children attending and therefore does not extend to all children at the setting. Staff are working with parents of children whom English is an additional language and have a list of commonly used words to work with. However, poor systems for the observation of children, and the assessment and planning for activities mean that the individual needs of children are not always met.

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

Children enjoy their time at the setting. They have good opportunities to be physically active and play outdoors in the fresh air and sunlight, which contributes to their good health. Children move freely, in the large church hall, being able to use all the room to move around and access activities easily. Children excitedly put their coats on to go outdoors, listening to staff as they reminded them about the hazards in the garden. For example, 'wet leaves on the paths are slippery'. The children happily talked about what they were going to do in the jungle which is their name for the outside area and said they were going to look for monkeys. They are satisfactorily nourished and appropriate measures are implemented to ensure individual health and dietary needs are met. Choice is given to children at snack time from a selection of fresh fruit and pancakes, together with juice and milk. A copy of the menu rota is displayed on the notice board for parent's information.

Children are able to play happily in a suitably resourced setting. They are given time to move around and play with activities that interest them. They play with imagination in the sand, paint and craft activities. They also enjoy circle time as they sit on the carpet and sing nursery rhymes with the guitar. Indoors, a suitable selection of play materials are provided, including creative resources, completed work is displayed within the hall to help children with their self-esteem. Children learn about the wider world as they celebrate festivals, such as Divali and the children are busy practising at the moment for their part in the Christmas concert, which is being held at the adjoining Church. All children were involved recently in a charity event to raise funds for Children In Need and are planning a trip to the local bank to deposit their fund raising money.

Children know and understand the routines of the group as they help at tidy-up time, putting toys away and sit for circle time waiting in anticipation for the singing. Staff extend their thinking as they ask the children how to ride a horse when getting ready to sing the 'Grand Old Duke of York'. Children's behaviour is managed well with clear and concise procedures explained by the staff. Staff use distraction methods for the children and are good role models for them, using calm tones and language that the children understand. For

example, staff remind children not to run around while indoors and to be aware of the hazards outside.

Staff's knowledge and understanding of the learning and development requirements is limited. Consequently, there is no system in place to identify individual children's interests, capabilities or priorities for learning. Staff do not complete observational assessments or plan for children's learning and this limits children's ability to achieve their full potential. However, the varied range of activities and spontaneous staff support helps children make some progress in their learning and development.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	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	3

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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:

- to take action as specified in the early years section of the report (Safeguarding and Documentation) 05/01/2011

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:

- to take action as specified in the early years section of the report. (Safeguarding and Documentation) 05/01/2011