

Little Angels Playgroup

Inspection report for early years provision

Unique reference number

EY430441

Inspection date

06/12/2011

Inspector

Sarah Measures

Setting address

Community Centre, 1-2 Barnes Close, KETTERING,
Northamptonshire, NN15 6JB

Telephone number

07742437719

Email

joanna@jaldridge6.wanadoo.co.uk

Type of setting

Childcare - Non-Domestic

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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

Little Angels Playgroup registered from its current premises in 2011, although, the group has been registered with Ofsted since 2006. It operates from the community centre in Barnes Close, Kettering, Northamptonshire. The playgroup has the use of an open-plan play room, kitchen, toilets and an outdoor play area. The premises have disabled access and facilities.

The playgroup is registered by Ofsted on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register, to care for 18 children from the age of two to under five years. The playgroup is open each weekday from 8.45am until 11.45am for 38 weeks of the year. There are currently 24 children on roll. The playgroup receives support from the local authority.

Four members of staff work regularly with the children, all of whom hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Policies and procedures do not effectively promote the welfare or the learning and development of the children. Several of the Early Years Foundation Stage requirements are not met. Processes of self-evaluation ineffectively identify key weaknesses in the provision for children. Poor planning and ineffective management of children's behaviour, means children are not able to make sufficient progress towards the early learning goals. Children are not safeguarded because of inadequate staff vetting and safeguarding policies and procedures.

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:

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|---|------------|
| • make sure that staff are able to implement an effective safeguarding policy and procedure (Safeguarding and promoting children's welfare) | 30/12/2011 |
| • make sure that adults looking after children are suitable to do so by implementing robust vetting procedures (Suitability of adults) | 12/12/2011 |
| • implement an effective system to record children's hours of attendance (Documentation) | 07/12/2011 |
| • obtain written permission from parents to seek any necessary emergency medical advice or treatment | 19/12/2011 |

- (Safeguarding and promoting children's welfare)
- make sure that staff manage children's behaviour effectively and in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare) 30/12/2011
- improve planning in order to offer children a suitable educational programme that enables them to make progress towards the early learning goals (Educational programmes) 30/12/2011
- improve arrangements for observing and assessing children, in order to identify children's learning priorities and to plan relevant and motivating learning experiences for children (Assessment arrangements) 30/12/2011

To improve the early years provision the registered person should:

- develop an effective system of self-evaluation in order to plan and organise systems to ensure that every child receives and enjoyable and challenging learning and development experience, that is tailored to meet their individual needs
- improve the two-way flow of information shared with parents to include information regarding children's starting points in relation to the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are not safeguarded as staff vetting procedures are not robust and do not meet with the requirements. The Registered Provider carries out insufficient checks on new staff that work with the children. There is no effective safeguarding children policy in place for staff to implement, in order to protect children from abuse and neglect and this does not meet the requirements. Staff lack confidence with how to implement the relevant child protection policies and procedures. Referral information is not readily available to staff and child protection records lack clarity and detail. Important child protection information is recorded on ad hoc sheets of paper, placed insecurely inside an exercise book. Staff keep a record of children's attendance. However, on the day of the inspection this was not completed until some time after children had arrived. This means that staff do not always have an up-to-date record of who is cared for on the premises. This does not protect the children in the event of an emergency and does not meet the requirements. Information is available for parents as to how to make a complaint and information regarding how to contact Ofsted, as the regulator is clearly displayed for parents. This helps to promote an open and safe provision for children and parents. Children's records contain appropriate information regarding their emergency contacts, health needs and dietary needs in order for staff to plan and organise routines appropriately. However, staff do not obtain written consent to seek any necessary emergency medical treatment and advice. This is a further breach of the requirements and does not protect children in the event of an emergency.

The premises is secure and spacious as equipment and activities are organised to make children feel welcome and to offer them appropriate choice within their play. Children use appropriate child sized furniture and equipment to promote their independence. Relevant risk assessments are carried out across the provision to make sure the premises is safe and suitable for children to use. Staff share suitable information regarding children's welfare with parents as they start at the setting. Staff build up appropriate relationships with parents, as they spend time with them discussing children's care needs. However, staff do not share key information regarding children's starting points in relation to the early learning goals in order for them to plan effectively for children's progress from the onset. No children currently attend other settings that also deliver the Early Years Foundation Stage. However, the Registered Provider has suitable plans and preparations to communicate with others regarding children's progress in order for all involved to plan co-operatively to meet the needs of the children. Some policies and procedures promote equality of opportunity for children. For example, some images of difference and diversity are included within children's play in environment. Boys and girls choose freely from all activities with no gender preferences. However, ineffective observation and assessment systems do not allow children to reach their full potential and to progress as individuals towards early learning goals. Support for children who have special educational needs and/or disabilities, with their learning is inadequate. Staff do not plan for their individual progress or actively seek appropriate support to help them to meet children's individual needs. Staff do not follow appropriate procedures to reflect upon the quality of the provision of children and there is currently no effective system applied to drive forward improvement.

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

Children do not always behave well at the setting. There are periods towards the end of the session, when due to poor planning, children become bored and under stimulated. As a result, their behaviour deteriorates. Children arrive and choose from suitable activities available to them that cover each area of learning. For example, they choose to take part in a suitable creative activity and make a snowman using materials of different texture, colour and shape. They choose from suitable reading, construction, mark making and role play activities. However, there are significant gaps in the planning which means activities are not sufficiently varied to stimulate children and activity planning does not challenge individual children, which leads to unwanted and inappropriate behaviour.

Children do not remain purposefully occupied throughout the session. Some children run around, raising their voices and disrupt the play and learning of others. Children argue over toys and equipment and snatch toys from others. Older children were seen taking toys from younger children, with no consideration for their needs. Children hit others without being challenged by staff. Children do not learn how to behave appropriately because staff do not give them secure boundaries. This also impacts upon the provision for children to feel safe and secure. Children do not learn to consider others because staff do not deal with

inconsiderate behaviour and hurtful actions appropriately. The behaviour of the children creates an inadequate learning environment. Children's progress is further hindered because of inadequate methods of observing and assessing them. Staff do not keep observation records up-to-date for all children and assessments do not identify the next steps in children's learning for all children. This means planning is not tailored to meet children's individual needs and prevents children from developing the skills they need for their future learning.

Some policies and procedures promote children's health. For example, children take part in a period of outdoor play during sessions. They make healthy choices at snack time and staff are aware of their dietary needs. Accidents are recorded with clear detail, but include several records of children being hurt by others. Overall, policies and procedures do not meet children's needs and do not promote their health and safety.

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	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	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
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:

- make sure that an effective policy on equality of opportunity is implemented by ensuring children who have special educational needs are valued and supported (Safeguarding and promoting children's welfare). 30/12/2011
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 12/12/2011
- make sure there is an effective system to ensure that any person caring for children is suitable to work with the children (Suitability of persons to care for, or to be in regular contact with, children)(Also applies to the voluntary part of the Childcare Register) 12/12/2011
- keep a daily record of the children looked after on the premises and their hours of attendance (Records to be kept) (Also applies to the voluntary part of the Childcare Register). 07/12/2011

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 a specified within the compulsory Childcare Register (Arrangements for safeguarding children, Suitability of adults to care for children and Records to be kept). 12/12/2011