

# The Oval Pre-School

Inspection report for early years provision

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**Unique reference number** 306446  
**Inspection date** 08/12/2011  
**Inspector** Jo Warburton

**Setting address** The Oval, Wallasey, Merseyside, CH45 6UX

**Telephone number** 07816370761

**Email**

**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.

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## Description of the setting

The Oval Pre-school is a privately owned and managed setting. It opened in 1995 and operates from rooms within a cricket club building. Children have access to the cricket pitch as an outdoor play area. The pre-school is situated in a residential area in Wallasey, Merseyside. It is open each weekday from 8.45am to 11.45am and 12.30pm to 3pm for 38 weeks of the year during term time only.

The pre-school is registered on the Early Years Register. A maximum of 25 children may attend the pre-school at any one time. There are currently 34 children aged from two to under five years on roll, all in part-time places. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. The pre-school currently supports a number of children with special education needs and/or disabilities

There are five members of staff, two of whom hold appropriate early years qualifications at National Vocational Qualification Level 3. The pre-school provides funded early education to three and four-year-olds and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's safety and welfare is compromised because of the failure to complete risk assessments of key areas. Records regarding safeguarding are not fully up to date and an insufficient number of staff hold the appropriate qualifications. As a result some legal requirements are not met. The setting generally promotes healthy lifestyles and partnerships with parents and other agencies are generally good. As a result, children with additional needs are appropriately supported. The manager has utilised systems for self-evaluation, although these are not yet fully effective.

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:

- identify aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare 22/12/2011

- Register)
- ensure that hazards to children both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 22/12/2011
- obtain information about who has parental responsibility and legal contact with the children (Safeguarding and promoting children's welfare) 22/12/2011
- keep a written record of all medicines administered to children, and inform parents (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 22/12/2011
- ensure half of all staff, in addition to the manager, hold a full and relevant level 2 qualification. (Suitable people) (also applies to both parts of the Childcare Register) 22/12/2011

To improve the early years provision the registered person should:

- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences, that are tailored to meet children's individual needs
- ensure children develop an understanding of hygiene practices and that procedures in place for nappy changing prevent the spread of infection
- develop systems of self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

Arrangements for safeguarding children are inadequate. Key aspects of the environment are not risk assessed and subsequently are potential hazards to children. Due to lack of safety checks, children have free access to unsupervised parts of the building, including stairs through an unlocked door and changing facilities belonging to the cricket club. An insufficient number of staff hold the relevant qualifications required to look after children. As a result, not all staff are secure in their knowledge and understanding of the Early Years Foundation Stage. Records are incomplete for children regarding who has legal responsibility and a written record is not kept after administering medication. As a result children are not safeguarded effectively. These are all breaches in the welfare requirements.

Appropriate welfare policies and procedures are in place and a sufficient number of staff are trained to administer first aid if necessary and regularly follow emergency evacuation procedures with children. The setting has developed satisfactory links with outside agencies, supporting children with additional needs. The setting sufficiently promotes equality and diversity and ensures an inclusive environment. Partnerships with parents are generally good. Parents are reasonably informed about their child's progress, having access to policies on request and daily activities

displayed on the parent notice board. Staff support children during certain activities, although their deployment is not always effective. At times there is a lack of adequate staff supervision in the conservatory area, which results in potential hazards as children inappropriately use the furniture and window sills.

Systems for self-evaluation are in place, however, these are not fully utilised to identify strengths and weaknesses. As a result, the pre-school's capacity to improve is limited. A new planning system has recently been introduced, although, observational assessments and records are not used sufficiently well to identify individual children's next steps in learning and to monitor their developmental stage. Children are often merely occupied rather than being challenged and subsequently are not being offered stimulating activities based on their individual needs.

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

Children are positively welcomed into the setting and on arrival find their name on a Christmas bauble picture and place on a display. Some children engage with Christmas stencil activities, whilst others make towers out of bricks. Generally children behave well and positive steps are in place to encourage this. Staff openly praise children when sharing and engaging in tasks and discussions take place about their home environment. Children are able to select their own resources from an adequate selection. However, due to a lack of appropriate stimulating activities, some children run round inappropriately, unclear of the boundaries with regard to running in the setting and how to stay safe, climbing on furniture and window sills, in the often unsupervised conservatory area. Children have a satisfactory understanding of other cultures, through small world toys and dolls and the setting provides an inclusive environment, supporting children with specific learning needs.

Staff promote healthy eating by offering children a varied diet of banana and pear, bread sticks or bagels with milk or water whilst they enjoy their snack. However, children are not always encouraged to wash their hands after toileting and the nappy changing equipment is not sufficient, because the changing mat used is ripped and unhygienic. Subsequently necessary steps to promote the good health of the children and prevent the spread of infection are not always taken. Children have access to the cricket pitch for outdoor play, having the opportunity to play with balancing equipment, balls and bats offering opportunity for physical development.

Staff engage with children establishing generally good communication. Children engage with staff members about the forthcoming holidays, whilst making Christmas cards. They participate in a sensory activity, investigating the feel of magic snow. Staff support and encourage their use of descriptive language, therefore, extending the children's vocabulary. Children count out the cookies in the jar and are supported by staff to develop number sequencing. However, opportunities for children to problem solve are limited which hinders their

development of problem solving, reasoning and numeracy. Staff and children engage in a poem about the weather and discuss the effects of the wind on the trees, increasing their understanding of the world around them.

Activities covering the six areas of learning are sufficiently offered, however, staff are not fully knowledgeable about children's starting points in relation to how well they are learning and developing. New planning systems have been introduced, although, these currently do not provide sufficient information on individual children's learning. Therefore activities offered are not always relevant and do not challenge or stimulate children. A basic selection of books is freely accessible to children and they have opportunities for name recognition on entry into the setting and again at snack time, encouraging early reading. Children have access to a computer, although, this is currently broken. There is basic provision for the use of battery operated toys, with no current access offered to video and picture cameras, limiting children's opportunities to extend and develop their skills for the future.

## 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	3
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

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### 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	3
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	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:

- undertake a risk assessment of the premises and equipment, at least once in each calendar year and immediately, where the need for an assessment arises (Suitability and safety of premises and equipment) 22/12/2011
- keep a record for any medicinal product administered to a child (Keeping of records) 22/12/2011

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 as specified above (Suitability and safety of premises and equipment) 22/12/2011
- take action as specified above (Keeping of records) 22/12/2011