

# St. George`s Pre-School Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 307180        |
| <b>Inspection date</b>         | 02/12/2011    |
| <b>Inspector</b>               | Rachel Deputy |

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| <b>Type of setting</b>  | 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*.

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## **Description of the setting**

St Georges Pre-School was registered in 1982 and is owned by a management committee. The group employ a manager to run the pre-school. It operates from the meeting room of the parish centre. The pre-school is situated in the Heaviley district of Stockport. All children share access to secure outdoor play areas. The setting is accessed via small steps and is all on one floor so is accessible to all children and their parents.

The pre-school is registered on the Early Years Register and serves the local area. It is registered for 20 children from two to five years. There are currently 41 children on roll. The pre-school provides funded early education for three and four-year-olds. Children attend for a variety of sessions. The group opens five days a week during school term times. Sessions are from 9am until 11.30am and 12.30pm until 3pm. There are six members of staff who work on different sessions throughout the week. All staff have relevant childcare qualifications. The setting receives support from a teacher from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is inadequate.

Although written policies are in place, not all specific legal requirements are being met. Several established systems within the setting are not effectively implemented, which compromises children's safety and well-being. Children are relaxed and happy within the playgroup and make satisfactory progress in their learning and development. However, planning is not sufficiently well linked to the observations and assessment of children and this affects the consistency of day-to-day planning of each child's next steps of development. The environment is welcoming and inclusive and children are treated as individuals by staff. Systems for evaluating and monitoring the setting's practices and procedures are minimal and the manager recognises this as an area of development.

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 practitioners have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately. Ensure the policies are in line with Local Safeguarding Children's Board local guidance and procedures (Safeguarding and
- 23/12/2011

- promoting children's welfare)
- ensure there is information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 23/12/2011
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) 23/12/2011
- implement an effective policy on administering medicines including effective management systems to support individual children with medical needs (Safeguarding and promoting children's welfare) 23/12/2011
- keep a record of the risk assessment and when and by whom it has been checked (Suitable premises, environment & equipment) 23/12/2011

To improve the early years provision the registered person should:

- ensure the next steps for learning are clearly linked to observations and assessment
- take necessary steps to promote the good health of children and prevent the spread of infection.

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

There are clear policies in place for safeguarding children. However, the policy is not fully implemented and arrangements for managing allegations against a member of staff are not robust. All staff have attended safeguarding training but the impact of this has not been sufficient. This means that children are not adequately safeguarded because staff are not confident in their understanding of the indicators of abuse and procedures to follow should they have concerns. A written risk assessment is completed and staff conduct a visual inspection on a daily basis keeping children safe. The risk assessment is effective in identifying the potential hazards within the setting. However, it is not clear when and by whom the main written risk assessment was conducted and when the risk assessment was last reviewed. These are breaches of the welfare requirements and put children at risk.

Steps are implemented to prevent intruders entering the premises and access through the main door is closely monitored. Fire evacuation procedures are in place and are carried out on a regular basis, so children learn what to do in an emergency. The register of children's attendance does not record the time of arrival and departure. This means that staff are unable to accurately check which children are present. This is a further breach of the welfare requirements and puts children at risk. A suitable procedure is followed with regards to staff recruitment and all staff have been subject to enhanced Criminal Record Bureau checks. This helps to assure those working with the children are suitable to do so.

There is an appropriate medication policy in place. However, detailed information is not kept on-site for some children's specific medical needs which may result in their health needs not being sufficiently safeguarded. However, limited information is available and staff can explain how they would manage these health concerns when needed.

Satisfactory relationships are established with parents, which gives staff some awareness of children's individual care needs and family circumstances. However, this information is not effectively documented so not all staff are aware of important information relating to children's welfare. Parents are provided with adequate information about the setting and have daily opportunities to share information with staff.

Staff appropriately promote some aspects of equality and diversity. For example, parents provide basic information about their child's background and needs and are encouraged to be involved with their child's learning at the setting. Positive images are displayed and children have a good relationship with adults. The setting has attempted to implement some self-evaluation although this has been largely ineffective because staff are not involved with the process and are therefore unable to identify areas for development. Since the last inspection the manager has attended a leadership and management course.

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

Most children are generally making sound progress towards the early learning goals. However, the system to identify individual children's interests, capabilities or priorities for learning is not consistent. Although staff complete observational assessments, they are not sufficiently well linked to plans for children's next steps in learning. Therefore, some learning opportunities are missed and not all children are sufficiently challenged. Staff occasionally use tracking systems to identify areas for development. For example, staff create a numeracy rich environment and develop activities, such as, hopscotch to support children's general learning in this area.

Children demonstrate a clear sense of security and feel at home in the setting because staff greet them warmly and with enthusiasm. This means that children gain self confidence. They confidently talk to each other and happily wave goodbye to their parents and carers. Staff are consistent with their approach to managing children's behaviour. They use positive praise effectively so children behave generally well and are able to negotiate with each other successfully. They volunteer to take responsibility for small tasks, such as, wiping tables after snack and show concern for their environment. Children generally know how to behave but sometimes need reminders to share. For example, children will ask for a turn to play with their favourite toy and wait patiently. Children move with confidence around the setting and there are some opportunities for indoor physical activities. For example, children go to the large hall and enjoy action songs and rhymes. They enjoy independently accessing books or listening to a story. This means that children's literacy skills are developing and they are becoming attentive listeners.

Children become absorbed in craft activities that develop their fine manipulative skills and encourage creativity. Staff support children's language skills during activities. They talk about colour mixing with children. This means that children are developing an understanding of cause and effect. The setting occasionally has use of the school's playground so children are able to develop their gross motor skills, such as climbing, throwing and running. Children practise some hygienic routines, such as wiping their noses and then washing their hands.

Children are starting to learn about the benefits of a healthy lifestyle and show an awareness of their own needs. They access drinking water independently and recognise when they are thirsty. They enjoy a range of nutritious and tasty snacks, such as fresh fruit and malt bread. However, staff do not always remind children to wash their hands before eating so the learning is inconsistent. They participate in practising the emergency evacuation procedure, to ensure they are confident of what to do should an incident arise. Visits from the lollipop man and a dental nurse introduce children to people in the community who help them. Staff provide a planting area for children to grow their own vegetables. They talk to the children about the growing process. This means that children can identify some features of living things and show an awareness of change.

## 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

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| <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

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|--|---|
| <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   | 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 | 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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| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| 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       | 3 |

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