

# St Paulinus Pre-school

St Paulinus Church Hall, Manor Road, Crayford, Kent, DA1 4EP

## Inspection date

12/09/2012

Previous inspection date

07/10/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Safeguarding procedures are not robust to ensure the safety and wellbeing of children. This is because leaders are unable to provide the required documentation to demonstrate all staff are suitable to be working with children and procedures for informing Ofsted of changes to committee members, have not been followed as required.
- Children's safety is compromised as leaders are unable to demonstrate if children are suitably cared for in the event of an accident. This is because evidence of those staff who have attended the required first aid training is not available.
- Those in charge in the absence of the manager have unsuitable knowledge of some of the procedures to fully ensure children's safety and wellbeing. For example, child protection safeguarding procedures.
- The partnership with parents is not yet fully effective in identifying children's starting points and in sharing information about children's progress in their learning and development on a regular basis.
- Partnerships with others involved in children's care are not successfully established to enhance children's care and learning.

### It has the following strengths

- Children settle easily into the pre-school. This is because staff are caring and sensitive to the needs of children. In addition, they work hard to provide a stimulating

environment to encourage children to explore.

- Under the new management structure, staff are committed and demonstrate the capacity to secure improvement in order to take practice forward to benefit children.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### **Inspection activities**

- The inspector observed activities in the main hall and garden area.
- The inspector spoke with the nominated person, deputy and some staff.
- The inspector looked at a selection of planning documentation, policies and children's records.
- The inspector also took account of the views of three parents spoken to on the day.

### **Inspector**

Justine George

### **Full Report**

#### **Information about the setting**

St. Paulinus Pre-School has been established since 1965. It is managed by a parent committee and has recently changed the management structure within the running of the pre-school. It operates from a church hall in Crayford, Kent. Children play in a spacious

hall with adjoining toilet, changing area and wash facilities. Children have direct access to an enclosed outside play area. The pre-school is registered on the Early Years Register. There are currently 45 children on roll. Children attend a variety of sessions. The pre-school offers two daily sessions from 9am until 12pm and 1pm until 4pm, or children can attend the whole day. The pre-school operates during term time only. The pre-school supports children who have special educational needs and/or disabilities and children who have English as an additional language. There are eight staff who work with the children including lunch time staff. Over half the staff team have National Vocational Qualifications at level 4 and others are qualified at level 2 and 3, and working towards achieving the next level. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. It receives support from the local borough.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- record information about staff vetting processes that have been completed, in particular the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it and make this available on request.
- demonstrate that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding practice).
- Develop a regular two- way flow of information and work in effective partnership with settings children also attend and all those involved in the care of children. Take steps to initiate and seek information in order to effectively promote children's all round development.
- ensure those in charge in the absence of the manager have the required knowledge, for example of safeguarding procedures so is capable to take charge in the manager's absence .

#### **To further improve the quality of the early years provision the provider should:**

- develop further the partnerships with parents/ carers by working together with them to identify children's starting points and ensuring communication on a regular basis with all parents to share children's progress.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff show care and consideration for the children and support their learning and

development soundly. Through observation and the key person system, staff are beginning to gain a good insight into the needs of children and are beginning to assess their progress. However, partnership with parents is not yet fully established. As a result, staff do not yet identify children's starting points in order to plan effectively. Therefore, activities and experience do not challenge all children. The pre-school is inviting and encourages children to explore.

There is a good range of activities set out for children to choose from and this helps them to settle and engage their interest. Children use the book area which is well resourced with books and props such as puppets. Children participate in creative play and enjoy shaking glitter from pots onto glue to make pictures. Staff support this well by providing a range of other resources to extend children's experience. In addition, staff introduce new words. For example, 'shiny', 'sparkly' and 'glittery', helping to support children in developing their vocabulary. Children are also encouraged to develop their thinking skills as staff ask open-ended questions encouraging children's thoughts and ideas. Children have free access to the outdoor area where they use wheeled toys to develop their physical skills. They show good control as they steer and negotiate space, avoiding obstacles. Children are also physically challenged as staff engage with them well. For example, children enjoy playing with a ball where they learn to throw, catch, bounce and roll the ball. During this activity children also learn to take turns, helping to ensure fairness and develop social skills.

Staff work together as a team and are reviewing planning systems. Staff think about the individual needs of children and the different age groups. They share information about the diverse needs of the group which promotes equality. This is further promoted as children are encouraged to develop their own play ideas. Children choose what they would like to play with, minimising gender stereotyped behaviour.

### **The contribution of the early years provision to the well-being of children**

Children are secure and confident in the pre-school. Many children are new and separate from their carer positively. Those who are upset are sensitively cared for and settle quickly. Children are well behaved and staff support children in developing good manners. They are encouraged to say 'please' and 'thank-you'. Through group games children develop respect towards others following the rules and developing awareness of the needs of other children. Staff consider the individual needs of children within the pre-school through their observation. However, systems for partnership working are not fully developed to ensure consistency. For example, children attend other settings and staff have not yet planned to develop such partnerships. As a result, the care experiences of children are not established to fully promote their all-round development.

Staff effectively promote children's health. Effective hygiene procedures encourage children to develop good hygiene habits. Children make healthy choices throughout the day. This is because they choose what they would like to eat at snack time. Children relish a range of fresh fruit and staff display good information to develop their knowledge of

healthy eating. Through discussion, children learn about healthy eating practices. They request jam on toast, but staff draw their attention to how it can be bad for their teeth if they eat too much. Children have good opportunities for fresh air and exercise. This helps them to develop a positive attitude towards active lifestyles. However children's health and safety is compromised by the weaknesses in leadership and management of the provision and the failure to meet all safeguarding and welfare requirements. Records show that only one staff member has completed first aid training and this person works part-time and is not present at all sessions. This impacts on children's health and safety as arrangements do not ensure that at least one person who has a current first aid certificate is on the premises at all times.

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

Leadership and management are inadequate. The setting has recently undergone a change in management structure and is looking to make improvements, but this is not yet effective. As a result, children's safety is compromised. This is because safeguarding procedures are not yet effective to ensure children's safety and welfare. Vetting procedures are not robust as criminal records checks are not checked and leaders have not recorded the required details to demonstrate the suitability of all staff working with the children. As a result, children are not protected from adults whose suitability to work with them has been fully checked. Those in charge in the manager's absence lack knowledge of some of the pre-school's procedures which increases children's vulnerability. The provider has also failed to inform Ofsted of changes of committee members, as required. This is a breach of safeguarding and welfare requirements. The new nominated person for the committee is clearly aware of the need to provide staff with effective supervision, support, coaching and training she has had insufficient time to implement her strategies to achieve this.

Within the pre-school, the premises are safe and secure and staff vigilantly supervise children through the day. They have recently reviewed arrival and departure times and systems now implemented help to further ensure children's safety during times of increased risk. The pre-school staff regularly assess the environment for potential risk and minimise any hazards to children. Most staff have a sound knowledge of child protection procedures and the referral procedures to ensure the protection of vulnerable children.

Staff and parents develop friendly relationships and some useful information sharing takes place to support children's individual needs. Partnerships with other settings children attend are not successfully established to promote continuity of care and fully support the individual needs of the children attending more than one setting.

Staff demonstrate the capacity to drive improvement. They are beginning to prioritise the steps they need to take in order to make improvements. They are looking to improve safeguarding measures and appoint a new manager. They also aim to improve the relationship between staff and committee members to dramatically improve

communication. These strategies are likely to bring about improvement in order to provide better outcomes for children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

### Unique reference number

115374

<b>Local authority</b>	Bexley
<b>Inspection number</b>	882597
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	47
<b>Name of provider</b>	The Committee of St Paulinus Pre-School Playgroup
<b>Date of previous inspection</b>	07/10/2011
<b>Telephone number</b>	01322 522628

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012

