

# William Penn Leisure Centre Creche

William Penn Leisure Centre, Shepherds Lane, RICKMANSWORTH, Hertfordshire, WD3 8JN

<b>Inspection date</b>	23/11/2012
Previous inspection date	01/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
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

- The staff have an insufficient knowledge of the Early Years Foundation Stage learning and development requirements.
- There is no key person system and staff do not have an accurate assessment of each child's stage of development to use for planning suitable activities for each child.
- The layout and management of activities and resources are not consistent to fully promote challenging and enjoyable experiences, such as exploring natural materials.
- Safeguarding and welfare requirements are not met regarding arrangements for the supervision of staff and ensuring parents know how the Early Years Foundation Stage is delivered.

### It has the following strengths

- Children and babies are comfortable because the staff are kind and caring. This means that they are helped to feel settled and secure. Babies are cared for in a separate area within the playroom, which means that they are safe from mobile children.
- Parents are well informed about their children's well-being, their care needs and how they have settled into the creche.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children during their play.
- The inspector spoke to staff and the leisure centre managers at appropriate times.
- The inspector looked at a selection of policies and children's records and discussed how these are used to support their care and learning.

## Inspector

Maura Pigram

## Full Report

### Information about the setting

William Penn Leisure Centre Creche has been operating since 1997 but was registered again in 2006 when its management was taken over by Hertsmere Leisure. It operates from one room in William Penn Leisure Centre, which is situated in Rickmansworth, Hertfordshire.

The creche serves the local area and is accessible to all children. It is open Monday to Friday from 9.30am to 1pm. Children are able to attend for a variety of sessions. Numbers of children attending vary from day to day according to demand.

The creche employs three members of childcare staff, who all hold appropriate early years qualifications. Of these, two staff members hold qualifications at level 3 and one other staff member has a level 2 qualification in early years.

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

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

- ensure staff have knowledge of the learning and development requirements, so that they understand the prime and specific areas of learning and provide children with challenging and enjoyable play experiences in all the areas of learning and development
- assign each child a key person, to help ensure each child's care and learning is tailored to meet their individual needs
- develop arrangements to obtain children's starting points and make use of ongoing observation and assessment of each child's progress against all seven areas of learning and use this information to identify the next steps in their learning
- improve performance management and accountability arrangements to provide staff with support, coaching and access to relevant training to enable them to effectively provide a quality learning experience for children that continually improves
- develop the two-way flow of information between parents and providers to share information to support children's ongoing learning and development.

### **Inspection judgements**

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

The creche's educational programme does not adequately promote children's learning and development in the prime and specific areas of learning. There is no key person system and staff lack knowledge of the revised Early Years Foundation Stage learning and development requirements. Information about children's care routines is obtained from parents and they are asked to share information about any specific care needs. However, this does not contain detail that enables staff and parents to share information about their child's stage of development, either when their child starts at the creche or on an ongoing basis. This means that staff do not have sufficient knowledge of children's starting points, so that activities can be tailored to their individual needs. Since the last inspection, staff

have started to create children's records, which show their achievements. However, observations are not always linked to the areas of learning. This means that staff do not identify potential gaps in children's learning to enable them to plan further activities to help children in their development. They do not share observations with parents. This limits the extent to which staff and parents can work together to promote each child's development and interests during creche sessions or at home.

The planning and organisation of activities and resources does not consistently link to each child's interests and abilities, so that they can learn and develop during their play. The layout and management of toys and resources lack focus and imagination. For example, the provision of sensory play materials is not routinely provided. Therefore, these cannot provide a purposeful distraction for any unsettled children. Opportunities to explore and experiment with a wide range of materials, including natural resources, are also limited. Singing of nursery rhymes or popular children's songs do not regularly take place to help children in their development of language and communication. Children do not consolidate their learning and staff do not extend their learning. As a result, children's learning and development are not fully promoted. Staff's limited knowledge of the revised Early Years Foundation Stage means that they do not have a clear picture of children's overall development and what they can do to support their development. For example, there are limited activities to ensure that all children are fully motivated and interested in their surroundings. This applies to active learners and to those who are very familiar with the layout of the creche and the resources on offer.

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

Staff are kind and caring and develop positive relationships with babies and children. This means that they are helped to settle well and become confident to explore their surroundings. However, children's needs are not clearly identified by staff because there is no key person system in place. Babies receive care in a designated area within the main room. This means that they are safe and able to explore resources, such as musical instruments and interactive toys, such as baby gyms. Staff are effectively deployed. For example, there is always a staff member sitting alongside babies to ensure they are comfortable and settled. When babies or older children are unsettled, staff use soothing voices to help them feel emotionally secure. Babies and young children are able to sleep in their own pushchairs according to their needs or parents' wishes. Water is provided to ensure that children are well hydrated during their play and they are able to bring drinks of their choice into the creche.

Children learn to behave well, although, staff occasionally find active learners and older children who are attending are more challenging. Children's self-esteem is promoted because staff provide plenty of praise as they play together. Staff ensure that all areas and resources are safe for children to use. The room used is checked regularly for safety and it is secure. Staff carefully monitor the arrival and collection times to ensure these are well managed. Staff and children's parents effectively exchange information on children's care routines to ensure that there is continuity of care. For example, staff sensitively manage personal hygiene routines, so that children develop independence skills. In addition, children easily access their coats and personal belongings because staff provide

low-level pegs. This provides children with a sense of belonging and supports this aspect of their independence in readiness for the next stage of their learning, such as attending nursery or school.

Children are developing an effective understanding of keeping themselves safe. For example, they are reminded to hold on to the safety bar when jumping on the trampoline. Children's physical development is promoted through activities, such as playing with hoops or by using the trampoline. Children are able to freely choose resources, such as cars, trucks or imaginative play items in the home area. They enjoy playing with wheeled toys and pushing dolls in buggies. However, there are few opportunities provided for further challenges during older children's play. For example, some staff are busy tidying resources rather than engaging in children's play, so that their language skills and understanding can be supported and extended.

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

Children do not make progress in their learning and development as well as they should. The manager has no understanding of the revised Early Years Foundation Stage requirements. This means that the monitoring of children's progress is poor. Consequently, children's learning needs are not fully known and supported through a well-organised layout of resources and meaningful activities. Actions raised at the last inspection have been addressed. For example, the complaints policy has been updated to ensure that it contains all necessary information for parents and a detailed safeguarding policy is in place, which is known to all staff. However, other aspects of monitoring lack clarity to identify areas to develop and so that weaknesses can be identified and addressed. The management has not developed performance management arrangements to ensure that those working directly with children and parents fully understand current regulations.

There is no key person system, which is a breach of a safeguarding and welfare requirement. This means that staff are not taking responsibility to ensure children's starting points and areas to develop are fully known. However, parents speak well of the creche. They compliment the staff and their caring nature. Some have used the service with older children and value the service it provides. Parents spoken to state that their children are happy to attend. Arrangements to share information about children's care and learning while attending other provisions, such as pre-school or speech therapy has not been explored by staff, so that all parties can work together for the benefit of the children.

The management follow safe recruitment procedures and clear inductions ensure that staff are familiar with some aspects of their roles and responsibilities. For example, they have a secure understanding of how to safeguard children and know the procedures to follow if there are any concerns. Management provide staff with some opportunities to develop their knowledge, such as the recent designated safeguarding course attended. Overall, training tends to relate to the operations of the leisure centre rather than the needs of the

children, who attend the creche. Therefore, this does not enable staff to develop their early years knowledge and practice.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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

<b>Unique reference number</b>	EY330014
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	820546
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Hertsmere Leisure
<b>Date of previous inspection</b>	01/06/2011
<b>Telephone number</b>	01923 771050

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### 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.



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