

Glen Street Play Provision

Glen Street, LEICESTER, Leicestershire, LE4 6NN

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| Inspection date | 21/05/2013 |
| Previous inspection date | 06/02/2012 |

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| The quality and standards of the early years provision | This inspection: | 4 |
| | Previous inspection: | 3 |
| 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

- Observations of what children can do and need to do next are not precise or regular enough to enable staff to make secure assessments in order for them to plan challenging activities to support continuous improvement for individual children.
- The monitoring and performance management of staff is not effective in order to ensure the quality of observation, assessment and teaching is at a sufficiently high level.
- Procedures for child protection are weak as the setting does not regularly review and update them in order to ensure that they contain all of the necessary details.
- Arrangements for completing progress checks on children aged two years are not in place so that staff can develop a plan for children's future learning and development.
- The key person system does not sufficiently involve parents in exchanging information about their child in order to ensure that their care is tailored to their individual needs.
- Children's behaviour is not always managed appropriately. As a result, they are unsure of what is expected of them and their confidence is not effectively supported.
- Self-evaluation lacks rigour because it does not effectively plan actions to overcome identified weaknesses and drive continuous improvement.

It has the following strengths

- The staff understand the importance of promoting children's health and safety.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held a meeting and carried out a joint observation with the manager at agreed times during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in the playroom and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working with children and children's assessment records, planning documentation and a selection of policies and documentation.

Inspector

Claire Jenner

Full Report

Information about the setting

Glen Street Play Provision was registered in 1986 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a City Council building in the Belgrave area of Leicester. It is a committee-run group. The nursery serves the local area and is accessible to all children. It operates from two rooms on the ground and first floor and there is a fully enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7:30am until 6pm. Children attend for a variety of sessions. There are currently 49 children on roll, 35 of whom are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure precise and regular observations and assessments on individual children are completed and make better use of supportive guidance, for example, Development matters in the Early Years Foundation Stage, to consistently and accurately monitor children's progress to ensure they reach the expected levels of development
- ensure the delivery of the educational programmes through introducing a systematic approach to planning activities to ensure the prime and specific areas of learning are covered in sufficient depth and breadth
- improve the methods for reviewing and monitoring practice so that weaknesses are quickly identified, action is taken to address these and any required training can be sought
- ensure the safeguarding procedure is reviewed and updated and that the appropriate use of mobile phones and cameras in the setting is included and clearly explained to parents, carers and others in order to safeguard children
- implement an effective key person system to help make sure that every child's care and learning is tailored to their individual needs and a consistent two way exchange of information with parents is maintained
- implement systems to undertake a progress check on children aged two and use this to identify strengths, and any areas where the child's progress is less than expected.

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

- monitor staff's management of children's behaviour to ensure that this is age appropriate, does not adversely affect a child's well-being and helps them to understand what is expected of them
- extend the evaluation process through careful analysis of practice so that it is clearly targeted to help children achieve the highest levels of achievement.

Inspection judgements

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

The manager and staff understand that children learn through play and have some knowledge of individual children's interests. However, inconsistencies in staff's knowledge and understanding of the learning and development requirements result in poor teaching. Staff undertake occasional observations of individual children in attempt to find out what they can do. However, these are limited in number and lack the necessary detail. In addition, information gathered and supporting guidance documents are not used effectively in order to accurately assess children. Some generic adult-led activities are planned for children, but these do not reflect their individuality or what they need to do next. Consequently, children make poor progress in their learning.

Systems to assess children's starting points are not fully effective, as a consequence, transitions from home to pre-school are not consistently managed to ensure continuity of care. Relationships with other early years settings in the local area and other professionals are developing, therefore, supporting older children's transition to school and the next stage in their learning. Staff speak with parents about what children have been doing. However, their individual files are not readily shared. Staff's limited understanding of the Early Years Foundation Stage learning and development requirements means that parents are not given a clear and full insight into their child's learning and progress. This means that parents' opportunities to support children's learning at home are limited. In addition, staff have not yet prepared appropriate systems to enable relevant assessments to be undertaken for two-year-old children. As a result, targeted plans, involving other professionals for children needing additional support in their future learning and development, are not in place.

Children's language development is not consistently promoted. Children have sufficient access to a range of books and reading materials and share these with staff. They participate in group circle time where they listen to familiar stories and enjoy singing familiar songs and rhymes. In addition, during everyday routines, such as lunchtime, staff take the opportunity to talk with children about what they have been doing during the morning. However, during adult-led and child-initiated activities staff do not use open-ended questions or talk about how they are going to do things in order to extend children's thinking and develop their language. Children who speak English as an additional language are appropriately supported and staff are aware of the languages that children speak at home and fully support this in the setting. This is achieved through their own knowledge and understanding and liaison with parents. Staff value children's non-verbal communications and words offered in home languages. In addition, children are provided with numerous opportunities to hear and use a range of languages in their play and through everyday routines. Consequently, children value and begin to recognise the skill needed to speak more than one language.

Children have reasonable access to equipment to make marks, such as, water and paint brushes outside and pencils and paper indoors. Staff take some opportunities to promote children's understanding of number as they count and use number language

spontaneously as they play. For example, they count the number of boys and the number of girls at circle time and refer to the patterns painted on paper. This provides some opportunity for children to practise the skills needed for their future learning. Staff sensitively adapt their interactions to include children with special educational needs and/or disabilities in appropriate activities. Children have some opportunities to make independent choices of what they would like to play with. A sufficient range of toys and resources are available to the children in the playroom, including books, role play, construction and jigsaws. However, planning and access to equipment outdoors is less successful as some resources are limited in number with few alternatives made available. This results in children becoming disengaged in meaningful play for periods of time whilst they stand 'waiting' for their turn to use specific pieces of equipment. Children have some opportunities to be creative and use their imagination. For example, a small group of children enjoy 'making dinner' in the role play area and children use paint, paper and glue to create pictures on the art table.

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

Children are welcomed into the setting and have reasonable access to activities, resources and equipment that are relevant to their age and abilities. In addition, they have generally forged appropriate bonds with staff. However, the implementation of the key person system is not fully effective in supporting secure and consistent relationships between staff, children and parents. Staff speak to parents about their child's needs and interests before they begin at the setting, but do not consistently use this information to prepare a suitable learning environment that reflects individual children's interests. In addition, settling-in sessions are planned but limited negotiation with parents results in children taking a long time to settle and their transition from home is not fully supported. Children on the whole behave well and play cooperatively with their peers. However, strategies to manage children's behaviour are inconsistent. An example of this is a child resisting the request to wash their hands before lunch. Although approached by a number of staff, the child was not given appropriate support and guidance to help him understand what was expected of him. As a result, children are unsure and their confidence and well-being is not fully supported.

On the whole, children's ability to make choices is appropriately supported. Staff react positively to children's individual requests. For example, a child's request to play outside is accommodated by a member of staff who ensures she is available to provide the appropriate supervision in the outdoor play area. However, children's self-care and independence are not as well promoted as staff miss opportunities during everyday routines and activities to support this aspect of their learning. For example, children have their aprons put on for them and they are unable to freely access the materials and equipment they want to use during a painting activity.

Children's understanding of healthy practice is appropriately supported. They have regular opportunities to enjoy outdoor play and be physically active. In conjunction with parents they are provided with a range of meals and snacks. Staff understand the importance of good hygiene practices, which they mostly pass onto the children. Overall, children are beginning to understand how to manage their own personal hygiene and healthy practice

is appropriately supported. For example, children wash their hands after visiting the toilet and help themselves to drinks when thirsty and after playing outside. Children are beginning to understand about their own and others' safety, for example, by taking part in regular fire evacuation procedures and talking about road safety. In this way, they are learning about risk management and how to keep themselves safe in the event of an emergency.

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

Leadership and management are inadequate. This inspection was brought forward due to a complaint received and, as a result, actions and recommendations were raised to meet legal requirements of the Statutory framework for the Early Years Foundation Stage. Systems for ongoing self-evaluation are not effective in order to help identify a clear plan for future developments, leading to gaps in some aspects of the setting. The ongoing monitoring and performance management of staff is not fully established which means that identified weaknesses in practice or training issues are not addressed appropriately. This results in gaps in staff's understanding and confidence and, consequently, inconsistencies in the quality of teaching. Furthermore, the educational programmes are not adequately monitored to ensure that all children take part in interesting activities which sufficiently challenge and stimulate their learning.

Appropriate recruitment and induction procedures mean that staff undergo relevant suitability checks and complete an induction to help them understand their roles and responsibilities. This includes information about emergency evacuation, safeguarding, child protection and health and safety issues. All staff members are provided with access to the settings policies and procedures. However, systems to ensure that these are reviewed and updated regularly are not in place, which means some lack the necessary detail. For example, the safeguarding policy does not include the required information on camera and mobile use. As a result, children are not safeguarded by the robust implementation of all the necessary policies and procedures. Clear risk assessments are used appropriately to manage potential risks to children. These are reviewed and monitored, along with daily checks on the environment.

Partnerships with parents are generally positive and they speak appreciatively of the welcoming staff group. However, the key person system is not effective and does not always support children to feel settled and secure while away from home. Arrangements for ensuring parents play an active role in their child's care and learning are not sufficiently effective. This is because staff are not fully secure in what this means themselves. In addition, arrangements to obtain information on children's achievements and interests and ongoing regular updates between staff and parents are not fully established. This means that parents are not able to fully contribute to their children's progress and future learning. Wider partnerships with appropriate professionals and other providers of the Early Years Foundation Stage are generally adequate in order to provide some consistency in children's learning.

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 action. 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

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| Unique reference number | 226857 |
| Local authority | Leicester City |
| Inspection number | 912885 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 35 |
| Number of children on roll | 49 |
| Name of provider | Glen Street Playgroup Committee |
| Date of previous inspection | 06/02/2012 |
| Telephone number | 0116 2221020 |

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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, which are usually the childminder's 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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