

# Godinton Playschool

Godinton Village Hall, Loudon Way, Ashford, Kent, TN23 3JJ

<b>Inspection date</b>	13/06/2013
Previous inspection date	17/03/2011

<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		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

- The playschool has failed to implement safe recruitment procedures and children have been cared for by unvetted persons. As a result, children are not fully safeguarded. This is a breach of legal requirements.
- The committee and manager have failed to implement effective arrangements to manage staffing levels when staff are off sick. This means that on occasion, there have not been enough staff to care for the number of children expected to attend.
- The management have failed to fully evaluate their provision and have not identified key weaknesses in their recruitment procedures.
- Children are not always given opportunities to use resources which reflect their own and other cultures.
- Staff do not take all opportunities to encourage children to link written words with their meaning, using signs and labels in areas where children play.

### It has the following strengths

- Staff provide a welcoming environment and have developed positive relationships with the children.
- Parents and carers are welcomed warmly to the playschool and are encouraged to look at the children's learning journeys to share in their children's development.

## 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.

## Inspection activities

- The inspector observed children's play and practitioners' interactions, indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector sampled documentation, including policies and assessment plans.
- Safeguarding and Special educational needs and/or disabilities was discussed with the manager, Special Educational need co-ordinator and member of the management committee.

## Inspector

Sara Garrity

## **Full Report**

### **Information about the setting**

Godinton Park Playschool opened in 1992, and is run by a management committee. It operates from two rooms in a village community centre, in Ashford, Kent. Children have access to a secure outdoor area. The playschool serves families from the local community and surrounding area. It is open each weekday from 9am to 12 noon, with a lunch club twice a week from 12 noon to 1.30pm for a group of rising fives. The playschool is open term time only. The playschool is registered on the Early Years Register. There are currently 53 children aged from two to five years on roll in the playschool. They are in receipt of funding for nursery education for three and four year old children. The playschool supports children who have special educational needs and/or disabilities, and children who are learning English as an additional language. The playschool employs eight staff, one holds Qualified Teacher Status and six staff hold a relevant National Vocational qualification at level 2 or 3. The manager is currently in the first year of an Early Years Foundation Degree, and three other staff are studying for an early years qualification. They receive support from the Local Authority setting improvement partner.

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

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

- implement an effective system to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable, through robust recruitment process, including obtaining appropriate vetting checks such as references and a check from the Disclosure and Barring service
- implement effective arrangements to ensure that staffing arrangements meet the needs of all children and ensure their safety at all times, with particular regard to times when some staff are absent
- foster a culture of mutual support, teamwork and continuous improvement in order to identify key areas of weakness and develop clear action plans to bring about improvements.

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

- develop the learning environment to support all children to explore their own and other cultures
- enhance opportunities for children to see words in the environment around them, to learn about words and make links between letters and sounds.

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

Staff have positive relationships with the children. Staff are aware of all of the children's starting points through initial discussions with the parents before their children start at the playschool. Staff set up the environment to enable all the children to move around freely. The children explore different activities, which reflect their interests and abilities. They are able to access resources independently, finding additional pens and paper to write letters in the office area, or more paints when the rollers run dry. The staff set up the playschool daily and provide the children with a variety of resources to enable them to be actively involved in their learning. The children are all engaged in the experiences provided and are eager to share experiences with staff and friends. The pop up tents offer the children places to sit and talk, as well as a place to take books to explore. The children are developing an appropriate understanding of size and shape as they enjoy rolling out the dough and using cutters. The staff provide the children with different toys and equipment which allows them to play with and explore materials, solve problems and challenge their own ideas. However, resources in the main environment do not depict the children's own

cultures, or different cultures of people and communities in the wider world. This means that children are unable to develop positive attitudes towards diversity in the world around them, as they play.

The staff provide the children with opportunities to learn about nature. For example, the tadpole tank is a firm favourite with the children, who are eager to find out about what the tadpoles eat and what will happen next. Staff spend time developing the children's communication and language skills with the sensible use of questions. Staff ask simple 'who?' and 'what?' questions while sharing books with the children. Staff provide the children with opportunities to discuss past events with photograph books for them to look at and recall trips to the park as well as outings with parents. As a result, children learn to speak about things that have happened in the past. However, opportunities for the children to explore and see the written word, to develop their literacy skills, are not always consistently and effectively used. Children enjoy finding their name labels when they enter the playschool, but struggle to match their labels to their coat pegs. This means that children do not fully link words with their meaning.

The newly developed, secure outside area enables the children to move freely between indoors and outside. The staff observe the children playing and extend their learning by encouraging them to think about how to solve problems and use the outdoor environment safely. The children enjoy helping staff by using the big brooms to sweep up and put all of the coloured balls back into the ball pit. Staff make effective use of events happening around them to extend the children's learning. The children watch as a big crane puts the roof trusses on some nearby new houses. Staff make sound use of the experience, by introducing new vocabulary and mathematical language to extend the children's communication and language development. The children then become deeply involved in working on the playhouse with saws and hammers as they explore this real life event through role play.

Staff carry out observations of the children and assess this information in the children's learning journeys. Parents regularly take these home and share them with other members of the family. Children benefit from this shared approach to learning. The key person system is suitably established and key persons monitor the children's progress. Staff use observations to plan activities that respond to children's individual needs and monitor these to assess how children are progressing in their learning. The staff have procedures in place to carry out the progress checks for two-year-old children. They use the local authority documentation for preparing reports for the children who are going on to school. Children with special educational needs and/or disabilities are welcomed at the playschool. Staff receive any necessary training prior to children starting at the playschool and provide the relevant support as required by the local authority to meet children's complex needs.

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

Staff work well with parents and have established suitable settling in procedures, which support children to settle well in to the playschool. Parents share information with staff daily. Staff make sure that all parents are made to feel welcome, and encourage them to

stay and play with their children. This develops the children's confidence and they are eager to explore the room with their parent. All children show they are happy and quickly become involved in the activities provided. While, overall, children feel safe in the preschool, there are significant weaknesses in the recruitment procedures, that impact negatively on their safety and well-being.

Staff set up snack time as a milk bar, and this enables the children to choose when they wish to have a snack. Staff encourage children to manage their own hygiene, for example, they remind the children to wash their hands before sitting down. They develop the children's independence by providing opportunities for them to pour their own drinks. Staff also give the children time to practise new skills, for example, spreading butter and other toppings on their bread. Children are developing an appropriate understanding about healthy eating through discussions with staff as to why foods are good for them. After the children have finished their snack, they are encouraged to wash up their plate and cup.

Staff demonstrate an appropriate awareness of helping children to prepare for the move to school. They arrange for the new teachers to visit the playschool to meet the children, as well as arranging for the children to spend time visiting their local schools to become familiar with the environment.

The staff risk assess the environment and support the children to play safely with toys and equipment. Children cooperate with each other and are excited to show friends how to do things, for example, which way to turn the dial to make the monkey wrench open and close. Staff play with the children throwing and catching balls, to encourage their cooperative skills. Staff further extend the children's learning by encouraging the children to run around matching colours and shapes. Staff support the children to exercise their physical skills, by offering them opportunities for balancing as well as riding bikes and scooters.

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

The inspection was brought forward following a concern received by Ofsted, about equal opportunities and inclusive practice in the playschool. The inspection found that the playschool had put systems in place to meet the needs of children with special educational needs and /or disabilities, including extra staff. However, on the day in question, systems to manage staff deployment when staff were off sick were not effective and staff were asking parents to stay with their children to maintain ratios. The playschool have taken some action to address this weakness and are seeking extra staff to use when permanent members of staff are unwell so that they continue to meet children's ongoing needs. However, this is not yet in place so the setting are not able to maintain current staffing requirements if several staff are off sick at the same time. This is a breach of a legal requirement.

The provider has not followed robust recruitment procedures for all staff. As a result, they have not obtained appropriate vetting checks, including a check from the Disclosure and

Barring service, for one member of staff for eighteen months. They have not sought references for some staff. This means that they cannot demonstrate the suitability of all staff to work directly with children. This is a breach of a legal requirement and impacts on the children's safety and well-being. Overall, staff are deployed suitably, so that children are appropriately supervised both indoors and outside. However, the system to manage staff sickness is not robust. Regular fire drills ensure that all children have an opportunity to practise the evacuation procedures. Staff carry out risk assessments and any accidents or incidents are appropriately recorded.

The manager and a parent committee who meet regularly to support the staff and meet with parents, manage the playschool. The manager is responsible for the day-to-day running of the playschool and safeguarding. There are suitable processes in place to record and report child protection concerns, however children's safety in the playschool is not supported as recruitment procedures are not sufficiently rigorous.

The manager and special educational needs coordinator take the necessary steps to provide training for staff, so that staff have a suitable understanding of their roles and responsibilities, in line with playschool policies and procedures. The committee and manager have put systems in place to monitor staff performance and staff receive one to one supervision and yearly appraisals. The manager recognises the importance of continuous professional development and is undertaking her Early Years Foundation Degree. All staff in the setting are encouraged to improve their practice through attending short courses as well as updating and starting new qualifications. This enables staff to update their knowledge and improve outcomes for children. All staff have undertaken paediatric first aid and safeguarding training, so that they can care for children in the case of an injury, and take appropriate action in the case of a safeguarding concern.

Staff make use of observations to plan activities for the children based on their stage of development and interests. The staff have a sound understanding of the Early Years Foundation stage and provide the children with resources that challenge and extend their learning.

The manager is aware of the strengths and areas for improvement in the playschool; she understands the importance of self-evaluation and encourages staff, parents and the committee to contribute ideas and opinions to help improve the playschool. Clear action plans identify ways to move the playschool forward and improve outcomes for children. This, together with advice and support from the local authority, is having a positive impact and helping to drive improvements in the playschool. However, self-evaluation is not rigorous in identifying key weaknesses in safeguarding that impact on children's well-being.

The staff have established positive relationships with parents and have received good feedback from their recent parent questionnaire. The staff encourage parents to attend coffee mornings where they can meet with other parents as well as the playschool committee. The parents enjoy reading and adding to the children's learning journeys and also taking part in trips. Parents receive regular newsletters and other information is available to them about the events happening at the local Children's Centre. The playschool has developed links with local schools and external agencies to share

information to continue to meet children's needs.



## 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

<b>Unique reference number</b>	127203
<b>Local authority</b>	Kent
<b>Inspection number</b>	920487
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Godinton Playschool Committee
<b>Date of previous inspection</b>	17/03/2011
<b>Telephone number</b>	01233 612703

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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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