

# Burton Play

Burton upon Stather Primary School, Flixborough Road, Burton-upon-Stather, Scunthorpe, South Humberside, DN15 9HB

<b>Inspection date</b>	05/06/2013
Previous inspection date	17/06/2009

<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 provider and manager have failed to monitor the staff team to ensure all requirements are met and continuous improvements made. Therefore, significant weaknesses have not been identified quickly enough with regard to the ineffective delivery of the educational programmes. This results in children not making progress in their learning and development.
- Children's safety is potentially compromised because the provider has failed to notify Ofsted of all new committee members, resulting in full suitability checks not being carried out. The setting's own recruitment and vetting processes are also not always fully recorded to show how staff's overall suitability is assessed.
- The setting's safeguarding children policy has not been updated to reflect current requirements, and staff lack a full awareness of these procedures to fully ensure children's well-being is maintained at all times.
- Parents are not always provided with detailed information regarding their children's care, learning or development. This limits the effectiveness of working in partnership with parents to promote continuity of care and learning for every child.

### It has the following strengths

- Children are happy as staff engage in play with them, creating some fun experiences for them to participate in.

## 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 observed activities and care practices within the playroom and the outside area.  
The inspector spoke with children and staff, and held a meeting with committee members. She also took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at relevant documentation including observational assessments, policies, the setting's self-evaluation, and information used to assess the suitability of staff.
- The inspector completed a joint observation with the quality improvement partner and acting deputy manager.

## Inspector

Melanie Arnold

## **Full Report**

### **Information about the setting**

The setting was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Burton Upon Stather Primary School in Scunthorpe, North Lincolnshire, and is committee run. The setting serves the local area and is accessible to all children. They operate a breakfast and after school club for school-age children and a pre-school for children from age two. Children are cared for in one main playroom and they also access an enclosed area available for outdoor play.

The setting opens Monday to Friday all year round. The breakfast club operates from 7.45am to 8.45am, and after school sessions are from 3.30pm to 6pm. The pre-school operates from 9am to 3.15pm, with children also able to attend the breakfast and after school sessions to extend their day if required. The setting opens in school holidays subject to demand. There are currently 60 children attending, 48 of whom are within the early years age group. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The setting employs 12 members of childcare staff. Of these, the manager holds an appropriate early years qualifications at level 4, three staff hold qualifications at level 3 and seven staff hold level 2.

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

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

- improve the quality of provision for all children by conducting regular supervisions and monitoring of the manager and staff team, to ensure all requirements of the Early Years Foundation Stage are met and continuous improvement is made
- ensure each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities
- develop staff's knowledge of how to use observational assessment to understand each child's level of achievement within the seven areas of learning and to then use this information to plan future learning experiences for each child
- ensure Ofsted are notified of any changes to members of the committee running the setting
- ensure information is recorded on the suitability and vetting checks carried out on all staff during the employment process; this is with specific regard to maintaining records of reference checks carried out
- update the safeguarding children policy and procedure to include the use of mobile phones and cameras in the setting, and ensure staff fully understand the procedures to follow should they have any safeguarding concerns about a child and how to respond if allegations are made against a member of staff
- ensure parents are provided with clear information regarding their children's daily care routines, activities, progress and development. Also ensure information is shared with parents regarding how children with special educational needs and/or disabilities are supported in their learning.

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

- increase opportunities for children to more effectively contribute and concentrate during activities by grouping them into smaller sized groups.

**Inspection judgements**

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

Children's learning and development is not promoted. This is because weaknesses in the educational programmes have only recently begun to be identified, and procedures to improve practice are therefore not embedded in practice. This results in children not benefitting from improved learning experiences. Staff's knowledge of how children learn and how to use observational assessments to monitor their progress is ineffective. While children do have lots of fun as staff engage in play with them, asking them some good questions during this play, staff are unable to identify the learning potential from all activities. This prevents them from fully challenging all children through planned, purposeful learning experiences. The recent introduction of a new observation system is beginning to enable staff to identify and plan some next steps for children's learning. This is in the early stages of development and is starting to increase the range of adult-led activities provided to stimulate children. However, as play is still predominately child-orientated, children are not being challenged enough through a balance of adult-led activities. Also, grouping of children is sometimes not fully effective, which prevents them from fully concentrating and thinking critically during these experiences. For example, during a large group activity, each child takes turns in holding a puppet when it is their turn to answer the question. While the member of staff does ask some appropriate questions about what children eat for breakfast, due to the size of the group she is prevented from asking further challenging questions to each child or from introducing what is healthy and unhealthy food. This minimises the learning experience for children.

Observational and assessment files are completed on each child. However, staff's knowledge of how to use observational assessments to monitor each child's progress from their starting points within the seven areas of learning is limited. Although parents do receive progress reports, these are not always fully discussed and explained to them. Inconsistencies within children's assessments and with information recorded on these progress reports, including the progress report at age two, clearly show staff's lack of knowledge of how to use these processes to support children's learning. Links to planning are also not made from ongoing observational assessments to fully ensure every child achieves to their full potential. Parents' evenings are held to discuss children's development. However, if parents are unable to attend this meeting, staff do not effectively follow this up and share children's progress with them. Also, when children with special educational needs and/or disabilities are provided with targeted support through individual educational plans, these are not shared with parents. This prevents all parents from playing an important role in their child's continued learning and development.

Free-flow play opportunities allow children to play inside or outside, enabling them to make their own choices. Children enjoy planting and growing a range of vegetables and fruits in the outside play area. Books are accessible to children inside and outside. Children often select their own storybook and sit and independently look at this, and sometimes ask staff to read it aloud to them. Some staff introduce children to counting during their play. For example, when jumping and exercising outside, staff encourage children to count how many jumps they do. During a baking activity, children enjoy stirring the mixture and feeling the flour. Staff encourage children to identify how this feels and what the bread mixture smells like. Children's independence with their health and self-care skills are promoted, as are their social interaction skills with staff and their peers. This provides children with some basic skills for starting school.

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

Appropriate information is obtained from parents when younger children first start, and this is shared with all staff to ensure their care needs are adequately met. This helps children to form close bonds with staff. All children demonstrate that they are happy, settled and feel secure in the care of staff. However, information regarding older children's individual needs is sometimes not divulged to the staff team. While this information does not adversely affect the care of these older children, it does minimise the effectiveness of the setting's approach to promoting equality and diversity. Children relate generally well to staff and they develop their social skills as they learn to interact and play cooperatively with their peers. Their behaviour is predominantly good, and staff are beginning to use more positive role modelling techniques to manage children's behaviour in a more consistent manner. Children show confidence in their surroundings as they freely access their own play resources.

Children's awareness of health and safety is adequately promoted through the daily routine and some planned activities. For example, a topic on healthy eating is introducing children to a wider range of different fruits to try at snack time. Children develop independence with their toileting and hand washing during the daily routine. They benefit from active play, both inside and out, which enables them to develop their well-being. Children have sufficient opportunities to develop an understanding of their own safety, for example, during regular emergency evacuation practises. However, they are provided with a false sense of security because records relating to suitability checks on all staff are not in place. Also, Ofsted has not been notified about new committee members to ensure their suitability is fully assessed.

Satisfactory partnership working with other settings and outside agencies provides some consistency to children's care and learning, including children with special educational needs and/or disabilities. However, continued partnership working with all parents is less effective to fully ensure children's learning needs are adequately promoted. The setting develop some close links with the adjoining school to ease the transition process for children when they start school. Regular pre-visits to the school enable children to become familiar with the environment, helping them to be emotionally ready for starting school.

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

The setting is not meeting some of the requirements of the Statutory framework for the Early Years Foundation Stage for younger children and the Childcare Register requirements for older children. As a result, a number of legal requirements are breached, which is having a negative impact on children's care, learning and development. The inspection was prioritised by Ofsted as a result of concerns being raised. The inspection found that significant weaknesses within the provision have not been identified quickly enough by the committee or the manager. Although the committee now recognise these failings, the previous ineffective monitoring and self-evaluation systems has enabled standards of care and learning to deteriorate over a period of time. Therefore, while the committee are now taking action to bring about improvements, there are significant

weaknesses which the setting has yet to overcome. The committee are working with the local authority and employing a strong provider from another setting, who is giving them intense and vital support as an improvement partner. She is evaluating the whole provision and working with staff and the committee to drive improvements forward. The staff team are committed to the ongoing development of the setting and are embracing these changes. However, as there are significant areas requiring further development, small steps are being taken to enable the staff team to embed these into practice. This means children are not fully benefitting from improved practice in all areas.

The improvement partner is helping the committee to update all of their policies and procedures to ensure they meet current requirements. However, the safeguarding children policy lacks information regarding the use of mobile phones and cameras within the setting. Some staff are not confident with the procedures to follow if they suspect child abuse, while other staff lack knowledge of the procedures to follow if an allegation is made against a member of staff. This potentially compromises children's safety. Although the setting has suitable recruitment, vetting and induction procedures in place, these are not always followed to fully safeguard children. For example, the setting has failed to notify Ofsted of all new committee members, resulting in suitability checks not being carried on these people. Also, records relating to reference checks conducted during the vetting process of new staff are not always maintained to evidence that their suitability has been fully assessed. Again, this potentially compromises children's safety.

The suitably qualified acting deputy oversees the provision in the absence of the manager. The setting is securely maintained and staff deploy themselves to ensure children are always appropriately supervised. Daily risk assessment checks ensure the premises, environment and equipment are suitable for children to use. Internal and external space is suitably organised to enable children to freely access a developmentally appropriate range of play resources. Partnership working with parents and other providers is adequate in some areas. This results in some parents commenting positively about the setting, confirming their children are happy and enjoy attending. However, reports from other parents are less favourable and confirm effective information is not always shared with them about their child's daily care and ongoing progress and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

### To meet the requirements of the Childcare Register the provider must:

- the registered person must ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (compulsory part of the Childcare Register)

- the registered person, where the main purpose is childcare, must inform Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).
- the registered person must ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (voluntary part of the Childcare Register)
- the registered person, where the main purpose is childcare, must inform Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (voluntary part of the Childcare Register).



## 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>	205693
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	921445
<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>	24
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Burton Play Committee
<b>Date of previous inspection</b>	17/06/2009
<b>Telephone number</b>	01724 721719

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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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