

Mytchett Pre-School

The Mytchett Centre, 140 Mytchett Road, Mytchett, Camberley, Surrey, GU16 6AA

Inspection date	26/06/2013
Previous inspection date	09/12/2010

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

- Children's welfare is compromised. Staff do not demonstrate that they understand and would follow their safeguarding policy and procedures, in particular the correct procedure to follow if there is an allegation about a colleague.
- Children have not been fully protected because they have been left unsupervised with a member of staff who has not had an enhanced Disclosure and Barring Service check carried out by the provider.
- Children who learn English as an additional language sometimes behave inappropriately because they have difficulties communicating with staff. Staff do not meet these children's needs sufficiently as they lack knowledge of familiar words in children's home language to support them in the pre-school.
- There is inconsistent partnership working with parents and other settings regarding their involvement in children's learning and development outside the pre-school, particularly for children learning English as an additional language and looked after children.
- The daily record of attendance shows which children have attended each session but does not show when they arrive and depart. This puts children's safety at risk in the event of a fire, a concern about a missing child or a safeguarding incident.
- Parents and carers have not seen the policies and procedures of the pre-school, and do not know the procedure to follow if they have a complaint.

It has the following strengths

- Most children are settled and familiar with the routines of the pre-school.
- Older children concentrate well and get actively involved during group activities such as registration, snack time and outdoor games.
- Children enjoy socialising with their peers.

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 took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector observed children playing indoors and outdoors.
- The inspector held meetings with the provider and the Special Educational Needs Coordinator.
- The inspector checked documentation, including evidence of staff suitability and the record of attendance.

Inspector

Heather Allen

Full Report

Information about the setting

Mytchett Pre-School was registered in 1987. It is a privately owned provision and operates from a large room in the Mytchett Community Centre in Mytchett, Surrey. The group is able to access the main community hall for physical play and children also have opportunities to play outside on the community field. Suitable toilet and kitchen facilities are available. The pre-school serves the needs of families in the area and the local community.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for children from two years to under eight years. There are currently 27 children aged from two to five years on roll. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school is open term-time only and operates Monday to Friday from 9.15 am to 12:00 midday. Children attend for a variety of sessions.

The provider has a foundation degree and works with six part-time staff. One holds a Level 4 early years qualification and all other staff hold a recognised early years qualification. The pre-school receives support from their Early Years Advisor and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- deploy staff so that children are not left unsupervised with people whose suitability has not been checked by the provider, including through an enhanced Disclosure and Barring Service check
- ensure staff receive effective supervision so that training needs are prioritised appropriately, in particular train all staff to have an up-to-date knowledge and understanding of safeguarding policies and procedures, including the requirement to notify agencies with statutory responsibilities of any allegations of serious harm or abuse by any person living, working, or looking after children
- take steps to support looked after children and those whose home language is not English, including providing opportunities for children to develop and use their home language in play, improving the programme for communication and language, and working in partnership with all parents and carers to support children's learning and development in the home environment
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance
- make the following information available to parents and/or carers: details of the policies and procedures, and information on how to contact Ofsted

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

Children appear settled and familiar with the routines of the pre-school. During the inspection the environment and activities are organised with the aim of supporting older children to prepare for the move onto school. Activities are designed to be more challenging. For example, instead of painting, which is available on other days, older children have writing activities to help them gain pencil control. However, although staff ratios are well met, some activities lack adult support. Older children and those who speak English as an additional language sit unsupervised for up to half an hour putting pegs into a peg board. This does not promote children's communication and language development in particular. Some children sit at their completed board quietly saying the colour of each peg to themselves as they point to each one in turn. Others appear to insert the pegs randomly into the board with no clear learning intention. However, some children begin to communicate with each other during the activity and benefit from developing friendships.

Older children concentrate well and get actively involved during group activities. For

example, during outdoor games they concentrate during egg and spoon races and persevere with attempts to balance bean bags on their heads. Children laugh and giggle together when they finish the race. At registration time they gain knowledge and understanding of the world as they discuss the countries their absent peers are visiting while they are on holiday. They sit attentively and answer questions about colours and numbers.

Staff carry out regular written observations of children which show their abilities and the next steps planned to encourage further learning. For instance, observations show that some older children can count up to 25. Staff are aware of children's interests and plan activities which the children will find fun and encourage them to learn. Most parents and carers receive regular feedback about their child's learning and development. Children frequently take home an information pack showing the range and type of activities they have experienced. In addition, parents and carers are made to feel welcome by staff and often speak to them when they bring and collect their children. However, communication is more limited when parents are unable to bring children in themselves or where the home language is not English. Not all parents and carers are informed about how they can be involved in continuing the learning and development of their child at home. In addition, the pre-school does not always get information about children's learning in other settings. This results in an inconsistent partnership with parents and carers which could disadvantage some groups of children.

Through discussion, staff demonstrate they are familiar with the different ages and stages of children's development. They explain how they carry out progress checks when children are aged between two and three and a profile of children's learning and development before they go to school. They identify children's strengths and where more support might be needed. For instance, staff explain that if the two-year progress check highlights concerns about a child's speech they discuss this with the parents and recommend they consult with other professionals, such as their health visitor. Staff update children's learning and development records off the premises, including children's progress checks. Records are sometimes left off the premises and not available for staff to refer to. The suitability of this arrangement has not been fully considered. As staff rely on these records to check the support children need and to monitor children's progress the fact that these are not always available impacts on how effectively support and monitoring works.

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

A key person is allocated to each child when they start at the pre-school. Most children soon settle, because parents are involved in settling-in processes and provide information for the key person about their child's interests and capabilities, such as what they like doing and whether they can do their own buttons up. Some children whose home language is not English have been supported and helped to settle because staff have liaised with parents to obtain a list of familiar words in the child's home language. However, this system is not in place for all children and has resulted in some children struggling to communicate when they are settling into the pre-school. This, at times, leads to them behaving inappropriately in order to get the attention of staff, because staff are

not meeting these children's needs sufficiently. Parents of older children are complimentary about the support staff have given to their children during their time at the pre-school and how staff have helped prepare them for school.

There is a wide range of resources and activities for children to choose from. Staff carry out a daily risk assessment before children arrive in order to ensure the environment is safe. However, children are not fully protected because if staff witness a safeguarding incident involving a colleague they would not necessarily refer the concern to the appropriate agencies. In addition, children have at times been left unsupervised with staff when there is no evidence to show that an enhanced Disclosure and Barring Service check has been carried out to check their suitability. Although the record of attendance shows which children have arrived, their hours of attendance are not usually recorded. This could place children at risk, for instance if a child goes missing there might be confusion as to whether or not the child has been collected.

The environment is welcoming and calm. Staff are kind to children and act as good role models. They encourage children to say 'please' and 'thank you'. As a result children mostly behave well and show consideration for others. Most children regularly approach staff to discuss what they are doing and staff respond by showing interest and giving support, such as when children are completing complex jigsaws. Children enjoy socialising with their peers, including at snack times when they all sit together. They learn about healthy eating as they choose from a range of healthy snacks, including strawberries, bananas and brown bread. They gain skills in independence as they learn to pour their own drink, choosing from milk or water.

Children benefit from fresh air and exercise as they have regular opportunities to develop their physical skills in the outdoor play area and surrounding field. They take turns participating in races in preparation for sports day. Boys patiently sit on the grass and support the girls who are walking as fast as possible while balancing bean bags on their heads. The boys enthusiastically get up and concentrate when it is their turn to participate in an egg and spoon race. Staff encourage children and praise them when they cross the finish line. Children look happy and giggle together as they return to the start line ready for another race.

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

The provider has carried out an evaluation of the strengths and weaknesses of the pre-school. However, this has not been fully effective as some of the weaknesses previously identified have not been addressed. The provider fails to demonstrate a capacity for continuous improvement. The provider has been recommended to improve existing arrangements for ensuring the ongoing suitability of staff by conducting formal staff appraisals and asked to develop staff's knowledge and understanding of child protection issues and procedures. This has not been addressed and staff continue to lack knowledge of child protection procedures, particularly in relation to what to do if there are allegations about a colleague. This puts children's welfare at risk.

Due to lack of storage space, staff take children's learning and development records off the premises. They do not always return all records to the pre-school during opening hours. Although learning and development records for some children are available, the lack of records for other children causes difficulties in evaluating their individual progress. Information sheets completed by parents when their child starts help staff find out about the abilities and interests of the children. Staff explain how they encourage children's learning by making activities fun. However, children whose home language is not English and looked after children are sometimes disadvantaged because of limited communication skills. This sometimes results in children showing frustration as they are not being helped to reach their full potential.

Children are not fully safeguarded because, although suitability checks have been carried out for staff, there is mostly no record of whether or not the check is adequate. In addition, staff have sometimes been left unsupervised with children before the provider has completed CRB checks. This is a breach of a legal requirement and compromises children's well-being. There is no formal staff supervision or appraisal system in place. Instead they attend staff meetings and have informal supervision discussions during sessions. They are encouraged to update their skills and knowledge by attending external training courses. Staff are enthusiastic about the training they attend and say they try and attend as many courses as possible. However, training is not always prioritised effectively. Some staff have not had recent safeguarding training. Children are potentially at risk if there is a concern about the behaviour of a member of staff. Some staff do not demonstrate that they understand and would follow their safeguarding policy and procedures, in particular if there is an allegation about a colleague. This puts children's welfare at risk.

The provider's lack of understanding of the Early Years Foundation Stage safeguarding and welfare requirements has resulted in some records not being properly maintained. For example, the daily record of attendance contains the names of the children present but there is mostly no record of the individual times children arrive and depart. This could cause confusion and place children at risk in the event of a fire, a concern about a missing child or a child protection incident.

Parents and carers are welcomed into the pre-school and most are familiar with the name of their child's key person. There are no formal sessions when parents and carers are updated about their child's learning and development but a regular two-way flow of information takes place when children are brought to and collected from the pre-school. Working parents are updated through telephone discussions. However, there are mixed messages from parents and carers about whether or not they are engaged and supported to guide their child's development at home, with some saying they are not asked to be involved. This means not all parents are involved in their children's learning. In addition, parents have not seen the pre-school's policies and procedures and would not know the procedure to follow if they have a concern or complaint. This is a breach of requirements of the Early Years Register and also the Childcare Register.

Parents are enthusiastic about the support given to their child in preparation for their move to school. The Wednesday sessions at the pre-school are specifically for older

children and give them the opportunity to become familiar with a classroom environment. Parents describe the good link the pre-school has with their child's future school. Children leaving the setting are supported because staff complete a profile of each child for their new teacher, giving details of children's learning and development and any concerns there might be about the child's move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- keep a a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- make available copies of the written statements of safeguarding procedures and complaints procedures, to parents (compulsory part of the Childcare Register)
- keep a a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- make available copies of the written statements of safeguarding procedures and complaints procedures, to parents (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

Unique reference number	120133
Local authority	Surrey
Inspection number	813593
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Linda West
Date of previous inspection	09/12/2010
Telephone number	01 252 373073

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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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