

Chafford Hundred Pre School Playgroup

Clifford Road, Chafford Hundred, GRAYS, Essex, RM16 6BZ

Inspection date	03/10/2013
Previous inspection date	09/09/2013

The quality and standards of the early years provision	This inspection: 4	
	Previous inspection:	2
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

- Risk assessments are not accurate to ensure all risks to children are minimised.
- Initial assessments, including parents' contributions, are not completed on new children and ongoing assessment records on all children are not updated. This means the monitoring of children's progress is poor.
- The monitoring and reviewing of staff performance is not effective as supervision arrangements do not clearly focus on staff's performance to ensure standards are suitably maintained.
- The organisation of routines and activities does not provide effective teaching and learning for the younger children.

It has the following strengths

- Children are generally confident and settled in the pre-school as staff make secure attachments with them.
- Partnerships with parents and other professionals suitably support children's transitions onto school.

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 children during activities both indoors and outdoors.
- The inspector carried out a joint observation with the managers.
- The inspector spoke to children, parents, staff and the managers at appropriate times during the day.
- The inspector looked at children's assessment records and a range of other documentation including risk assessments and training certificates.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lisa Paisley

Full Report

Information about the setting

Chadfford Hundred Pre-School Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from two playrooms within a demountable building in Chafford Hundred, Essex, and is privately owned. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The pre-school employs 16 members of childcare staff. Of these 15 hold appropriate early years qualifications at level 2 and 3. The pre-school receives support from the local authority.

The setting opens Monday to Friday during school term time. Sessions are from 9.15am until 12.15pm and 1.15pm to 4.15pm. Children attend for a variety of sessions. There are currently 142 children attending who are in the early years age group. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- update the risk assessment policy and procedure so that it is accurate and helps staff to protect children
- ensure systems for managing children's ongoing development are accurate so that the monitoring of children's progress is effective and ensure parents contribute to initial assessments of children's starting points on entry
- review the organisation of resources, activities and play experiences for younger children to promote effective teaching and learning
- use supervision arrangements to monitor the effectiveness of staff's practice and encourage professional development to benefit children.

Inspection judgements

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

Staff generally plan for children's play and learning experiences through the recently updated activity plans. The plans provide activities across the areas of learning and staff

are beginning to link in children's interests. This ensures that children are generally interested in their play. However, systems for monitoring children's assessment are poor as assessment records are not updated, this means children do not make sufficient progress. Parents complete 'all about me' records, however, initial assessments, including parents' comments are not completed. Consequently, children's starting points are not being identified and their ongoing development is not being suitably monitored. This means they are not ready for school. The 'progress check at age two' is completed on the younger children attending the nursery. Staff liaise with parents and health professionals when completing this to ensure that any concerns are identified and acted upon at an early stage.

Children are happy and secure within the pre-school as they explore all areas of play and activities that are available. Children play alongside their friends and confidently talk about their experiences, such as trips out with friends and families. Staff working with the younger children are close by to support them and this close support generally helps the younger children settle in and engage in activities. Children's physical skills are suitably promoted as they move around the indoor and outdoor environment with confidence. Staff help younger children successfully negotiate the steps leading outside into the garden. All children are confident in using scooters, tricycles and climbing on the outdoor apparatus.

Staff teach children about expressive arts and design through a suitable range of creative activities, for example, sand, water, painting, play dough and gloop. There is a selection of dressing-up clothes and the role play further supports children's self-expression. Children have ongoing opportunities for mark-making activities and staff teach them about letters and familiar words, such as their name. Older children register for their snack and, on occasions, they are encouraged to find their name when they have completed a piece of art or a drawing. Children also take part in circle time as they sing a range of nursery rhymes and counting songs. Although, for the younger children circle time was too long and staff had to remind them to sit still and listen. This does not promote their learning effectively. Also, the organisation of resources, activities and play experiences for younger children are not effective in helping staff promote effective teaching and learning.

There are systems in place to support children moving onto school, this includes activities that are themed based and there are opportunities for children to meet their teacher. This helps children's transition into formal school.

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

The key person system enables staff to develop suitable relationships with children and gain an understanding of their individual needs, such as likes and dislikes. This ensures that all children are included in all aspects of the pre-school and can take part in a range of activities and play experiences. The key person works closely with parents to ensure all children's needs are met appropriately.

Children behave well as staff act as positive role models and explanations are used when children are reminded to share and take turns. Children are cooperative and respond to staff requests. The organisation of activities and resources for the older children are

suitably organised to provide children with choice and child-initiated play. However, the organisation of activities, including the layout of furniture and the use of tables and chairs does not foster younger children's natural exploration and curiosity.

Children learn about their own personal safety through reminders from staff and daily routines. They can take safe risks as they climb a range of climbing apparatus in the garden area and staff are close by to supervise them. Their health is suitably supported as children have nutritious snacks and drink either milk or water. They know to wash their hands before snack time, after playing in the garden and after any creative activities.

There are systems in place to support children moving onto school, this includes activities that are themed based and there are opportunities for children to meet their teacher. This helps children's transition into formal school.

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

The inspection took place following safeguarding concerns in relation to meeting children's individual needs and some safety aspects of the pre-school environment. The inspection found that there was an incident when a child was not changed on one occasion. This has not happened since and procedures are in place to ensure there is no reoccurrence. The current risk assessment does not include the blinds and cords to ensure risks to children are minimised. This is a breach of the welfare requirements and children's safety is potentially compromised. Suitable vetting procedures are in place and all staff hold appropriate qualifications. Staff know procedures to follow in the event of safeguarding concerns and who to report these to, there is also a designated staff member responsible for safeguarding.

The managers and the staff are a close team as they have worked together for a number of years. The manager is not included in the ratios and has a very hands on approach to supporting the staff team. Staff's professional development is promoted through yearly appraisals and supervision meetings have recently been implemented. However, supervision meetings are not effective as there are gaps in relation to staff's practices, for example, ensuring children's records are regularly updated. Self-evaluation is not effective and has led to breaches in requirements.

The pre-school shares information with parents, including newsletters, notices and policies and procedures to keep parents informed. Discussions with parents at the pre-school confirmed that parents are happy with their child attending the pre-school, as they feel their child is settled, the staff are friendly and approachable and their child is making progress. There are suitable partnerships with other early years providers to promote shared care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

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

- undertake a risk assessment of the premises and equipment immediately, when the need for an assessment arises (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately, when the need for an assessment arises (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	204346
Local authority	Thurrock
Inspection number	937974
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	142
Name of provider	Chafford Hundred Preschool Committee
Date of previous inspection	09/09/2013
Telephone number	01375 480222

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

