

Playdays Pre-School

6 Memory Lane, Plymstock, Plymouth, PL9 9GH

Inspection date	06/01/2014
Previous inspection date	24/03/2010

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

- There is a lack of supervision and support within leadership and management, which results in ineffective monitoring of staff training, performance and practice.
- Self-evaluation is ineffective because it does not identify weakness in practice, compliance with the requirements or drive improvement sufficiently, in order to improve the provision for children. Links with other early years providers remain weak, so do not promote continuity.
- Children's welfare is compromised because the provider does not ensure that all responsible persons, including the designated safeguarding officer, have secure knowledge of the safeguarding procedures, and promote children's understanding of safety well through the programme for their physical development.
- Policies and procedures require updating and implementing in full, to ensure robust care and learning for children.

It has the following strengths

- Staff have positive relationships with parents and share relevant information in the interests of children's welfare, learning and development.
- Children enjoy the activities staff provide and are happy in the pre-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.

Inspection activities

- The inspector observed children in their activities, read a sample of their development records and checked use of technology.
- The inspector had discussions with the staff and parents.
- The inspector had a meeting with the nominated person and manager.
- The inspector checked some specific policies and procedures, including that for safeguarding.
- The inspector checked safety and security of the premises.

Inspector

Julie Wright

Full report

Information about the setting

Playdays Pre-School has been running in Plymstock Community Centre since 1975 and registered with Ofsted in 2001. It is managed by a committee. In the centre the pre-school has use of the main hall and kitchen area, as well as a patio area to the rear of the building. The pre-school is registered on the Early Years Register. Sessions are from 9am until 12 noon on Mondays, Tuesdays, and Fridays, with an optional lunch session on Tuesdays and Fridays from 12 noon until 1pm, during school term times. The pre-school is open on Wednesdays and Thursdays from 9am until 3pm. Children with special educational needs and/or disabilities attend. The pre-school receives funding to provide free early education for children aged two, three and four years. Currently there are 16 children on roll in the early years age range. There are three staff employed to work with the children; of these, two have early years qualifications at level 3.

What the setting needs to do to improve further

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

- ensure that all persons responsible for childcare are aware of the Local Safeguarding Children Board procedures
- ensure that the person with designated responsibility for safeguarding children attends an appropriate training course, in accordance with local authority advice
- ensure that regular staff appraisals and supervision take place with the manager and all staff, to identify any training needs, to ensure ongoing suitability of staff and to help the professional development of staff
- develop links with other providers to promote continuity of care, learning and development for each child who attends more than one setting
- develop robust self-evaluation procedures that clearly identify strengths and weaknesses in order to drive improvement better and monitor compliance with requirements of the Early Years Foundation Stage, including updating policies and procedures.

Inspection judgements

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

Staff have suitable observation and assessment procedures, to monitor children's progress. When children first attend staff seek relevant information from parents; for example, they ask parents to complete questions on each of the areas of learning regarding children's capabilities. This process helps staff to identify children's developmental starting points. Staff link children's proposed next steps in learning to planning, so that children benefit from the activities available. They complete regular summary assessments, which cover the required progress check for children aged between two and three years. Parents can see the development records at any time and may attend a meeting with staff every three months. This system helps keep parents informed of their children's development. Staff explain that children like to see their progress books and show how they include children's comments. Children point to photographs of themselves and ask staff to put some 'work' in their 'special books'. Staff suggest activities to parents that they can do at home to reinforce and support children's learning. They provide observation forms so parents can add contributions to the assessment process. Previously, appropriate arrangements were in place for staff to liaise with other providers, to promote continuity of care and learning for children. However, due to limited evaluation of practice the procedures are not being followed at present.

Staff provide a suitable range of activities to promote children's interests and development. Resources are organised to provide a variety of play opportunities for children to use. This arrangement means that children make choices as they move around the hall. For example, they discover jigsaws on a table, scissors, pencils, crayons and paper. Staff are aware of children's interests and preferences and make sure that favoured toys are available. A tray on the floor contains soil and replica insects, so children can learn about nature. Staff describe appropriate use of electronic equipment to support children's understanding of the world. For example, when children find worms outside they can learn more about worms from a relevant application, when using an electronic handheld device. Staff are aware of internet safety and do not allow children to have unsupervised access or use of equipment.

Staff vary the materials available at sessions to provide different experiences for children. For example, they alternate use of sand and water. Creative activities include painting and sticking. Children like to spread glue on boxes and make models, learning through creating and trying things out for themselves. They talk to staff about what they are doing and show use of their imaginations, saying, 'I am making a castle'.

Daily routines and activities provide times for children to play both independently and in groups. Children respond promptly to staff suggestions and are keen to join in. For instance, children rush to the beanbags when staff ask if they would like to do some singing. Children listen and repeat sounds in the phonic activities, which help their language development. Staff encourage children to take part as they teach actions that link to songs. Children copy them and show that they are developing confidence. Staff read stories to children and promote an interest in books. Therefore, staff help children to make progress and develop skills for learning in preparation for their eventual move to school.

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

The weaknesses in safeguarding policies and procedures compromise safety for children. One member of staff has a current first aid qualification and is present at each session, which meets the welfare requirement. However, currently no-one else is qualified in first aid to cover in the event of absence. Staff demonstrate awareness of the procedures to promote and protect children's welfare. For example, they inform parents promptly of accidents to children and maintain appropriate records. Staff implement suitable hygiene procedures and help children to learn appropriate routines. For example, staff wear disposable gloves and aprons when changing children's nappies, to prevent risk of cross-infection. There is a consistent staff team and staff operate a suitable key person system. This promotes positive relationships with families. Currently there are low numbers of children, so they benefit from close support and attention from staff. There is a suitable settling-in procedure, which helps children to begin to form attachments and feel secure. Staff welcome parents and have regular discussions with them about children's needs, progress and behaviour.

Staff praise children in their activities, which helps to promote self-esteem. For example, children like to hear 'That's good; that was very well done' as they carefully pour a drink. Staff encourage children to be helpful and to develop personal independence skills, such as helping to put things away and finding their belongings. Children respond to staff generally well as they follow instructions and learn to behave in a positive manner. For example, staff encourage children to complete activities and not to be boisterous at inappropriate times.

Children sit together at snack time, which allows them to develop social skills. Staff are aware of children's dietary requirements and they provide healthy eating options, such as fresh fruit, breadsticks and water. On special occasions and with parents' permission staff say that they provide a sweet treat for children. There are some opportunities for children to learn how things grow, although these tend to be indoors. For instance, children sow cress seeds in a container.

Staff encourage children to be careful and to learn safe boundaries. For example, when children play outside they learn which areas in which they are allowed to play. Staff supervise children to keep them safe; however, they do not practise the fire drill with children to help children learn about fire safety in emergency situations. Children have plenty of space indoors for physical play if they are unable to play outside. They ride wheeled toys and play games with staff, which promote physical skills, including coordination.

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

This inspection took place following concerns raised to Ofsted about the provision and organisation of childcare. Evidence gathered at inspection showed that some safety and hygiene issues had been addressed. However, the provider does not comply with all the

safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The provider has failed to notify Ofsted that there is a new manager in post. It is a legal requirement to do so. On this occasion, Ofsted does not intend to take further action. Suitable checks are in place for the manager and staff, so appropriate persons care for children.

There have been a number of changes to the management structure within recent months. However, the leadership and management of the provision is ineffective because roles and responsibilities are unclear. This weakness results in limited monitoring and support. For example, not all staff have had required supervision and appraisals to assess their on-going suitability to work with children and to identify their training needs. Staff have completed both basic and refresher child protection training, although the designated person is not aware of the local authority training requirements. Safeguarding policies and procedures are in place and include most of the required aspects, such as appropriate use of mobile phones and cameras. However, these do not specifically refer to actions to take with regard to inappropriate behaviour by members of staff. In discussion, staff demonstrate reasonable knowledge in identifying and referring concerns. However, children's welfare is compromised because not all persons responsible for childcare are aware of the Local Safeguarding Children Board procedures.

Staff meet with local authority early years advisors and have appropriate action plans in place to make improvements and meet requirements. For example, all policies and procedures are currently under review because some need updating. Staff describe suitable plans to develop the outdoor play and learning opportunities for children. However, self-evaluation procedures have not been maintained and are ineffective because they do not identify weaknesses in compliance. Some recent improvements include additional security measures to improve safety of the premises for children. For example, door alarms have been fitted so that staff are aware when doors are being opened. Nappy changing tables are in place to improve hygiene procedures and facilities. However, not all previous inspection recommendations have been addressed. This weakness shows some lack of drive to improve since the last inspection. Staff conduct safety checks and complete risk assessments. Fire safety equipment is in place and there is a suitable evacuation procedure.

Staff work in partnership with parents and others to meet children's individual needs. For example, they seek additional support for communication and language development. Parents provide positive feedback at inspection. They are pleased with their children's progress, the play activities and their relationships with staff.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	117216
Local authority	Plymouth
Inspection number	945071
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	16
Name of provider	Plymstock & District Community Association Committee
Date of previous inspection	24/03/2010
Telephone number	01752 403 312

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

