

# Clayton Green Happy Times Pre-school and Playscheme

1 Clayton Green Centre, Centre Drive, Clayton-le-Woods, CHORLEY, Lancashire, PR6 7TL

<b>Inspection date</b>	13/01/2014
Previous inspection date	16/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff have a sound understanding of safeguarding and know who to contact should the need arise. Procedures for the recruitment and suitability of staff is in place.
- Children are engaged in a range of activities that are freely accessible. This enables them to make some independent choices in their play.
- Partnerships with other settings and professionals support children's care needs well.

### It is not yet good because

- The monitoring and support of staff practice is not fully embedded to ensure teaching is of good quality so that children make good progress.
- Information gained from observations is not consistently used to inform planning for children's individual learning needs. As a result, children make good rather than satisfactory progress.
- Staff do not use every opportunity to promote children's knowledge of their own and others safety, which means that their understanding is not always supported.
- Systems to implement the progress check at age two are not fully in place so that a written summary can be provided to parents. Parents have fewer opportunities to be involved in their child's learning.

## 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 viewed a range of documentation, which included the safeguarding policy, recruitment procedures and suitability of staff and a sample of other required policies required.
- The inspector held a meeting with nominated person and manager and spoke with staff and children throughout the inspection. The inspector also took account of the views of parents spoken to on the day.
- The inspector carried out observations of interactions between children and staff and a range of activities.
- The inspector looked around the learning environment both inside and outside.

## Inspector

Sandra Harwood

## **Full report**

### **Information about the setting**

Clayton Green Happy Times Pre-school and Playscheme was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Clayton Green, Chorley in Lancashire and is managed by a registered charity. The pre-school serves the local area and is accessible to all children. It operates from one playroom and there is an enclosed area available for outdoor play. Children also have the opportunity to access additional rooms within the centre.

The pre-school employs eight members of childcare staff. Of these, two hold early years qualifications at level 2 and five at level 3. The manager holds Early Years Professional Status. The pre-school opens Monday to Friday, term time only from 9am until 3pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special educational needs and/or disabilities. The pre-school also offers a holiday playscheme for older children.

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

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

- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- use routine assessment, such as the progress check at age two, to identify children's strengths and where their progress is less than expected. Provide parents with a short written summary of their development in the prime areas of learning.

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

- involve parents in their children's learning by improving the exchange of information and encouraging them to share their what they know about their child to support the learning and development at home
- embed the system to monitor and support staff in order to improve staff knowledge and understanding of effective teaching and learning so that the best interests of the children are fully promoted and the continuous improvement in the quality of the pre-school
- develop further and support children's understanding of their own and others safety by, for example, giving clearer explanations about any potential risks, such as when using the stairs.

**Inspection judgements**

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

Staff have an understanding of how children learn so that children make some progress in their learning. However, not all staff make sure that children benefit from activities and experiences that are appropriate for their age and stage of development. For example, young children cannot always follow their own interests and do not always want to join in large group activities. This means some younger children are not fully engaged in their learning. Staff carry out observations and assessments on children as they play; however, they do not always use this information to effectively inform the planning. As a result, children make satisfactory rather good progress. Staff are aware of children's starting points in their learning because parents complete an 'All about me' information document at the time of admission. However, there are fewer opportunities to share information with

parents about their child's learning and development so they can support their child's learning at home.

Staff encourage children to count for a purpose, for example, as they use cups of water to add to the mixture they are making to make 'flubber'. Children thoroughly enjoy handling the rubbery, malleable substance. They concentrate and experiment to see how long it can stretch to. The staff use this opportunity to increase children's language through good descriptive words and repeating what the children say. Throughout the pre-school most staff ask relevant questions to encourage the children to look and think. Therefore, the critical thinking of children preparing to go to school is suitably promoted. Children who have English as an additional language are encouraged to use their home language in the pre-school. The use of dual language books and working with parents to gain key words in their home language further support the children in the development of English in readiness for school.

Children are active, lively and make some independent choices in their play. They have access to a range of activities, such as, the creative area, water play and construction and small world areas where they develop their imagination and creativity. All the children enjoy rhymes and counting in their play as they join in with action songs, such as 'ring o' roses', which promotes cooperation, communication and counting in a fun way. Younger children enjoy the home corner where they cook for visitors. They offer what they have cooked and readily sit at the table as they eat. This enables them to make links with home and expectations within the pre-school.

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

Children's emotional well-being is appropriately supported because they develop warm relationships with their key person and all staff. Children show they feel secure within the pre-school and respond well to encouragement, which helps promote their confidence and self-esteem. Friendships are forming as the children show they enjoy playing together and cooperate as they develop their play. For example, children use the locks and handles on the wall as part of their game; they show their understanding of being locked out and devise ways to address this problem together.

Children's understanding of their local community is effectively supported as they regularly visit a range of places, such as, the local supermarket, park or library. The pre-school promotes children's awareness of the wider world through practical activities and related resources, as they learn about other cultures. Children behave well as they learn to respect each other as they follow positive praise, gentle reminders when required and examples set by the staff. Fire evacuation is practised and children are encouraged to help staff count and check the other children as they prepare to go outside. This supports children's understanding of how to promote their own and others safety. However, other opportunities to further extend this understanding are not always effectively used, which means their understanding is not optimised. Transition from home to the pre-school is done through graduated settling-in visits at the children's pace. Staff gather information from parents about their child's care needs. As children prepare to move on to school the

staff work with the local schools and invite teachers in to the pre-school to meet the children. This supports children's well-being and enables an exchange of information to ensure support is given.

Children have a range of opportunities to develop and refine their growing physical skills. They access outdoors daily where they climb, dig or use a range of tools, such as large brushes and rollers as they practise making marks. The children also have daily access to a number of rooms within the sports centre, which further supports their physical development as they have space to use wheeled toys and run around. Children bring in their own packed lunches. Staff ensure and encourage the children to eat the healthier options first. The staff further promote and encourage children's understanding of healthy eating as they offer a range of healthy fruit and drinks of milk and water for snack.

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

Staff demonstrate a sound understanding of how to protect children in their care and the correct procedures to follow should any concern arise. Most staff have attended local authority safeguarding training to ensure their knowledge is up to date and a clear safeguarding is in place for staff and parents. The recording of staff, children and visitors to the pre-school contributes to ensuring children are safeguarded from harm. As staff and children go outside or use the facilities with the sports centre, staff record the names and number of children this is then checked before returning inside. This assures children's safety. Risk assessments are documented and daily checks are carried out and recorded. There are clear procedures in place for the recruitment and vetting of staff to ensure the suitability of those in regular contact with the children. Ofsted previously visited following a concern raised and an action was raised regarding the availability of records. At this inspection the action was met and the documents were available and looked at.

The new manager has introduced a number of new strategies as part of the evaluation of the provision, which staff eagerly implement and demonstrate they are keen to work together to drive improvement. However, the recent introduction of performance management for staff has not yet had time to secure the necessary improvements to teaching in order to improve learning outcomes for children. A range of policies and procedures are in place, which is shared with parents. Most parents comment that their children are happy and they are pleased with the care and service the pre-school provide. However, the progress check at age two is not effectively implemented to ensure parents are provided with a written summary about their child's development. The pre-school staff work well with external agencies involved in children's care, which means children with special educational needs and/or disabilities are supported.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	309870
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	946431
<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>	28
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Active Nation UK Ltd
<b>Date of previous inspection</b>	16/04/2009
<b>Telephone number</b>	01257 515050

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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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Piccadilly Gate  
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