

The Big Top Pre-School (Buckingham Park)

Buckingham Park Community Centre, Jubilee Square, AYLESBURY, Buckinghamshire, HP19 9DZ

Inspection date	06/03/2014
Previous inspection date	21/05/2013

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

- Staff do not rigorously share important information from parents regarding children's dietary and medical needs with all other staff members. This means that on occasions children's health is not safeguarded as some staff are not made aware of children's individual dietary needs to promote their welfare and well-being.
- Systems to collect parental written consent for administering medication are not robust. Therefore, children have been given medication without prior parental consent.
- The leadership and management team are ineffective in monitoring how they share records with parents to demonstrate parents are informed of any incidents involving their children. Self-evaluation processes are not robust enough to identify and address key weaknesses in practice and the effect of these on children.
- Staff are not rigorous enough in collecting developmental information from parents to support assessment processes. In addition, systems for sharing information with parents does not go far enough to support children's learning at home. This hinders children's learning.

It has the following strengths

- The pre-school provides children with opportunities of learning independently and supports their learning through adult-led activities.

- The pre-school has suitable systems to identify children who need additional support and work successfully with other early years agencies to ensure early intervention.

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 activities undertaken by the children and staff.
- The inspector discussed practice with staff and managers.
The inspector sampled documents in relation to children's learning and development, and those relating to staff training, support and skills, safeguarding and welfare.
- The inspector took account of parents' views through discussion.
- The inspector took account of the pre-school's self-evaluation.

Inspector

Carolyn Hasler

Full report

Information about the setting

The Big Top Pre-School (Buckingham Park) registered in 2012. It is one of three settings owned by the same provider. It operates from the Buckingham Park Community Centre, in Buckingham Park, Aylesbury, in Buckinghamshire. The pre-school uses a large hall, toilets, a kitchen and enclosed outside area. The pre-school is open from 9.15am to 12.15pm on Mondays and Fridays, and from 9.15am to 2.15pm on Tuesdays, Wednesdays and Thursdays. There are currently 57 children on roll in the early years age group, who attend for various days and sessions. The pre-school is in receipt of funding to provide free early education for two, three and four-year-old children. It caters for children with special educational needs and/or disabilities and those children learning English as an additional language. There are eight staff and one bank member of staff who work directly with the children. Of these, six members of staff hold a level 3 or above childcare qualification; two are working towards foundation degrees and one is working towards a level 3 qualification. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- ensure procedures for administering medication include systems for obtaining information about the child's needs for medicines and this information is kept up-to-date; and ensure medicines are only administered to a child where written permission for that particular medication has been obtained from the child's parent and/or carer
- record and act on information from parents and carers about children's individual dietary needs, ensuring all staff are aware of this information to help safeguard children's health
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice.

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

- review policies and procedures to ensure these take account of incidents and show that parents are informed of any incidents involving their children
- develop further engagements with parents by collecting information on children's development to support initial assessments; and encourage parents to be part of children's learning and development experiences.

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

This pre-school requires improvement to meet the learning and development needs of children. Staff set out the learning environment, providing ample opportunities for children to initiate play and take part in adult-led learning. Both inside and outside spaces are planned offering variety and choice. Staff ensure the environment is welcoming; they greet children on their arrival and gather them into a group for registration. Children begin and end play sessions with group activities, such as songs and rhymes. They make choices about what they want to play with, moving easily between their own games and adult-led activities. Staff model play and use lots of commentary around children, helping them make sense of the resources. Children enjoy a range of construction equipment, building knowledge of shape and size. They match colour, problem solve and count, and learn simple mathematical concepts, such as one more and one less. Staff encourage children to enjoy books by sitting close and engaging in storytelling. They help children relate

stories to their own experiences. Staff plan activities to support children developing early writing skills, for example painting, making marks in sand and decorating tarmac with chalk. Children learn to recognise their own names written down through labelling. Staff ensure children are encouraged to be physically active; they provide children with a range of resources to support their balance, coordination and a sense of space. Overall, children are learning within expected levels for their age.

Staff welcome parents into their setting. However, they are less successful in collecting information about children's development when they start at the pre-school to support their baseline assessments of children's abilities. While parents receive information about current and future topics, there is less encouragement from staff for parents to support children's learning at home. Staff have recently introduced regular consultation times to talk to parents about their children's development. Staff successfully observe children, identifying next steps which are linked to planning. They complete the progress checks for two-year old children, which are linked into the most important areas of learning. This provides parents with up-to-date information about how their children are meeting expected targets and identifies the children's next steps of learning. Staff use their observations and assessments to identify any concerns related to children's developmental delay. Their partnerships with parents and other agencies helps to close the gaps between different groups of children.

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

The care and safety practices in this pre-school are inadequate. Staff are able to verbally demonstrate their understanding of the safeguarding policy. However, procedures for meeting children's dietary and medical needs are not robust enough to ensure all staff meet children's individual requirements at all times. This is because some information regarding children's dietary needs gathered from parents is not shared across the staff team. This means children's health is put at risk, particularly in relation to their allergies. Consequently, children's well-being cannot be assured.

Generally, staff ensure the environment is safe and children's behaviour suggests they understand boundaries. They learn to use tools such as scissors and writing utensils safely and take care of others' safety while they play. Staff help children gain independence, encouraging them in their self-help skills. Children's independence is established relatively well in the toileting areas and when hand washing. They engage in routine tasks, such as pouring their own drinks, helping to set up for snack time. Generally, most children are also gaining independence in putting their coat on to play in the outside space. Staff ensure snacks and meals sufficiently promote healthy eating habits overall, which gives children the fuel to be active.

The key person system successfully supports both parents and children through the settling in process. Staff engage children, enabling trusting relationships to form. They show kindness and sensitivity towards children and show them by example how to behave towards others. The enabling environment ensures children have opportunities to play alongside and engage in play with their playmates. As children become independent

learners and grow in confidence, their engagements with others become more meaningful. Children learn to play in small and large groups and build friendships. They learn to cooperate and negotiate, take turns and share resources. Their engagements respect the feelings of others. Generally, staff plan resources to ensure children play with positive images of diversity. Some project work focuses on children's understanding of the wider world, communities and the natural world. Children who use this pre-school come from a wide variety of family backgrounds and learn that other people are important.

Staff provide children with an environment which is well planned both inside and out. It offers a variety of activities which generally challenge and interest. Overall, children are motivated and engaged. Staff work towards ensuring children have the skills and are emotionally prepared for future learning experiences, such as school.

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

This inspection took place following concerns raised to Ofsted about issues relating to safeguarding children's health. In particular, meeting children's dietary needs in relation to allergies. This information raised concerns relating to first aid, food and drink, risk assessment, equal opportunities, general information and record matters, information about the child and information for parents and carers.

The inspection found the incident did take place. A member of staff had failed to follow the pre-school procedures to make sure each child received the appropriate food and drink to meet their individual dietary requirements to prevent an allergic reaction. As a result of this failure, children's health was compromised. Following this incident, the leadership and management team reviewed their risk assessments and procedures to help keep children safe. Although risk assessments of the premises are generally adequate, the management's review of the issues relating to this incident did not go far enough to ensure a similar issue does not arise in the future. Consequently, staff are unable to safeguard children's health adequately.

Further evidence gathered at the inspection found that although there are procedures to collect information from parents regarding their children's specific allergies and medical needs. However, these procedures are not rigorous enough to ensure the information from parents is shared with all staff to enable them to meet all children's individual dietary needs adequately. Furthermore, although verbal consent has been sought from parents, the procedures to obtain written parental consent to administer medication as required are weak. These are breaches of requirements and consequently, children's health is put at risk.

Nonetheless, there are five members of staff who hold current paediatric first aid certificates and their names are on display to inform parents and staff. This means there is always at least one adult working with the children who has current knowledge to treat their accidents and illnesses. In addition, the pre-school keep an appropriate first aid kit on the premises and a log of accidents and first aid treatment given to children. However,

it is not always clear how the setting informs parents of children's incidents.

As a result of the inspection findings, the provider has been issued with a notice to improve because they are not meeting all the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

The staff team receive regular training on safeguarding issues. Through discussion, staff demonstrate their understanding of the indicators that would cause concern and the importance of recording information and following the pre-school's reporting procedures if there was a concern about any child. There is a designated person for safeguarding at the pre-school and a comprehensive safeguarding policy and procedure known and understood by all staff, which covers the use of mobile phones and cameras in the setting. Staff are encouraged to follow the whistle blowing procedure if they have any concerns about a member of staff. If an allegation is made against a member of staff, parents are invited to talk to the designated person or the owner of the pre-school about their concerns or Ofsted. The setting has effective measures in place to ensure the premises are secured to prevent children leaving the building and children are collected by authorised adults. A password system is used in emergencies when parents have been held up or are unable to collect. These measures help to safeguard children and protect them from harm.

The leadership and management team have failed to adequately review and address weaknesses in practice. Although they have made some improvements, for example to induction training and information sharing, improvements do not go far enough. Children remain at risk from such incidents happening in the future. In addition, monitoring systems do not go far enough to ensure staff have the information they need to underpin practice. The pre-school has addressed recommendations from their last inspection. Parents' and children's views are collected and provide the pre-school with information on how they are meeting the needs of their community. However, overall, the processes of self-evaluation are not rigorous as they do not identify and address key weaknesses in practice and the effect of these on children's care, learning and development.

Many staff are working towards higher professional qualifications, while other staff maintain training to improve practice. The new manager is working towards change and developing practice within the team. However, improvement plans have had too little impact to help ensure children are safeguarded.

Overall the leadership and management team appropriately ensure that learning and development is successfully delivered. They monitor staff practice and make sure the staff have a sound understanding of the educational programmes. Children's learning is tracked to ensure they are working within the expected levels for their age group. Observations and assessments are developing well and provide parents with information on children's current abilities and skills.

Overall, parents share positive views of the pre-school. They feel informed on a variety of issues and feel staff are friendly and helpful. Staff work with other agencies such as the local children's centre, health visitors, social services and Barnardos. Overall, this helps to ensure children's safety, welfare and learning needs are recognised and they receive the

help they need.

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	EY457207
Local authority	Buckinghamshire
Inspection number	953209
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	57
Name of provider	Sylvia Anne Robinson
Date of previous inspection	21/05/2013
Telephone number	01296427861

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

