

Graveley Pre-School

Graveley Village Hall, GRAVELEY, Hitchin, SG4 7LE

Inspection date

Previous inspection date

26/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

- The providers show an inadequate understanding of how to effectively safeguard the children in their care. In addition, they do not ensure that staff preparing and handling food are suitably qualified, or that adequate hygiene arrangements are in place with regard to nappy changing and cleaning routines for outdoor play equipment. This puts children at risk of harm.
- The providers do not effectively monitor and supervise staff to assess their knowledge and understanding. This does not support their professional development. In addition, self-evaluation does not effectively identify or address the pre-school's continuous improvement.
- The providers and staff show a poor understanding of how to assess children's learning and development. This means that planned activities along with teaching and learning do not help children to sufficiently progress in their learning. In addition, parents are not provided with accurate information about how they can support their child's learning at home.

It has the following strengths

- Children enjoy playing in the pre-school garden. This ensures that they have regular opportunities spend time in the fresh air and take part in exercise helping them to learn about healthy lifestyles.

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 was accompanied by a team manager. The inspector observed children taking part in activities in the indoor and outdoor learning environments.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures. She also undertook a joint observation with the provider.
- The inspector held a wide range of discussions with the provider who manages the day-to-day running of the pre-school, talked to staff and interacted with children.
- The inspector took account of the views of parents through discussion on the day of inspection.

Inspector

Ann Cozzi

Full report

Information about the setting

Graveley Pre-School registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village of Graveley, Hertfordshire. The pre-school serves the local area and is accessible to all children. It operates from Gravely Village Hall and there is an outdoor play area available. The pre-school opens Monday to Friday term time only. Sessions are from 9.15am to 12.15pm. Children attend for a variety of sessions. There are currently five 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 and there are five children on roll. The pre-school employs two members of childcare staff and has a student on long-term placement. Of these, the manager holds appropriate early years qualifications at level four, the deputy holds an early years qualification at level three.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to;

ensure a written policy, and procedures, to safeguard children is in place; this should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board; the safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting

identify a designated person to take lead responsibility for safeguarding children in the setting, who has undertaken a child protection training course, that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect

implement a robust procedure for the recruitment of staff including Disclosure and Barring Service checks.

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

- ensure that effective performance management systems are in place to improve the monitoring and supervision of staff who have contact with children and families; providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development
- ensure that practitioners have appropriate training, skills and knowledge, and a clear understanding of their roles and responsibilities, with particular regard to their knowledge and understanding of the Early Years Foundation Stage learning, development and assessment requirements
- make sure that all staff involved in preparing and handling food have received training in food hygiene
- ensure that the premises are fit for purpose; this refers in particular to the cleanliness of the outdoor play equipment and the arrangements for nappy changing
- improve the provision for the youngest children by focusing strongly on the prime areas of learning
- make sure the key person ensures that every child's learning is tailored to meet their individual needs, in particular, seek information about what children know and can do at the start of the placement

- ensure that precise ongoing assessment is undertaken as an integral part of the learning and development process in order to, understand children's level of achievement and shape learning experiences for each child reflecting those observations.

Inspection judgements

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

The manager and staff in the pre-school show a limited understanding of the Statutory framework for the Early Years Foundation Stage. As a consequence, educational programmes do not provide children with challenges, which are appropriate to their stage of development. Staff's assessment of children's learning needs is ineffective, therefore, planned learning experiences do not sufficiently match their individual needs. This is because they are based on each child's chronological age rather than their actual stage of development. In addition, staff working with children under three years do not focus their planning on the prime areas of learning, as required. This leads to weak teaching, which does not effectively ensure that all children are supported and challenged to make good progress in learning given their age, abilities and starting points. As a result, children are not sufficiently prepared for their eventual move to nursery or school.

Children enjoy outdoor play opportunities; they excitedly run around with their peers and access large play equipment. For example, they competently manoeuvre wheeled toys and enjoy learning how to bounce on a space hopper. However, staff do not consistently teach children how to develop independent physical skills. This is because at times they intervene in play providing unnecessary assistance, which does not effectively teach children how to confidently develop balancing skills. Staff introduce concepts, such as 'up' and 'down', to very young children. However, this demonstrates their lack of understanding with regard to children's individual stage of development because it links to guidance suited to more able children. This demonstrates that planning for young children does not effectively meet their individual needs. Staff ensure that children are provided with a wide range of toys and equipment. For example, they have access to spoons, bowls and a rolling pin during a cooking activity. Children demonstrate that they are able to use single-handed tools well as they carefully mix ingredients in their bowl. They show concentration and control as they manipulate pastry, pushing and pulling it into various shapes. They problem solve as they work out how to use the rolling pin successfully. However, staff intervention means that children are not given sufficient time to complete their task independently. As a result, they stand back and watch as the pastry is rolled out for them. This does not effectively support children to practise and refine their physical skills and has a negative impact on their self-esteem and confidence. Staff do not provide sufficient opportunities for children to use their language skills. This is because they do not consistently use open-ended questions or give children enough time to respond. This demonstrates poor teaching techniques because it limits children's opportunities to practise their speaking.

Staff do not encourage parents to provide sufficient information to their child's key person with regard to their child's starting points. This has a significant impact because it means that staff do not have a clear picture of children's individual learning needs. As a result, planning initiated when children start pre-school does not securely meet their individual learning needs. When staff complete the progress checks at age two, parents are asked to contribute their comments. Staff are open and friendly towards parents, providing them with daily opportunities to feedback information about their child's achievements at home. However, this information is not effectively used due to the insecure assessment process. Ongoing information provided to parents about how they can support their child's learning at home is also insecure. This is because it is based on inaccurate information, which does not effectively support children's continuity of learning.

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

On the whole, children are happy and settled in the pre-school. The key person, system helps towards supporting children's initial move from home. This is because staff work alongside parents to make sure that children's personal information, such as needs, likes and dislikes are shared prior to and during their placement. This contributes towards promoting children's sense of belonging and security. As a result, children form firm bonds with staff, which is shown in their interactions with them. For example, children seek out staff to join in with their games and when they need emotional support.

The provider's and her staff's poor understanding of children's individual stage of development has an adverse impact on their independence. For example, children are not enabled to plan, lead, and conclude, their own play. This does not sufficiently support their emotional well-being or help to prepare them for their eventual move on to school. Staff promote consistent boundaries, which help children to learn about what acceptable behaviour is. Children are generally well-behaved and show that they are considerate towards others. For example, more able children are capable of waiting for their turn during play. Children learn how to keep themselves safe in the pre-school because staff provide them with gentle reminders to be careful, for instance, when using large play equipment. However, the provider and staff's inadequate understanding of safeguarding children means that they are provided with a false sense of security.

Children are encouraged to clean their hands at appropriate times, such as after using the toilet and before snacks. Parents comment that staff have encouraged their children to eat fresh fruit. However, not all staff handling food have not had training in food hygiene. This is a breach of requirements and does not ensure that children's health is fully promoted or protected. Poor cleaning routines for outdoor play equipment and inadequate arrangements for nappy changing, increases the risk of cross-infection between children, and limits their learning about effective hygiene practices. Children have daily access to fresh air because they spend part of the session the pre-school garden. This helps them to develop some understanding about healthy lifestyles.

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

The inspection was brought forward as a result of information received by Ofsted in relation to the suitability, training, qualifications and support of staff, key person system, staff deployment, child supervision, ratios, and arrangements for food and drink. The inspection found that the provider does not demonstrate a sufficient awareness of the Early Years Foundation Stage welfare requirements in respect of robust recruitment procedures and effective performance management systems. It was also found that not all health and safety requirements are being met with regard to the preparation and handling food. In addition, further breaches of other welfare requirements relating to children's safety, well-being and learning.

Leadership and management of the pre-school is inadequate. The registered providers have failed to ensure that there is an effective safeguarding policy in place. They have also failed to implement robust recruitment procedures and, as a result, appropriate checks have not been undertaken on all adults working with children. This clearly demonstrates the provider's inadequate understanding of their responsibility to protect the children in their care. There is no designated member of staff in the setting who has undertaken appropriate training in child protection. Staff have completed training in this area and can identify some of the signs and symptoms of abuse. However, they are not aware of the correct procedures to follow to report their concerns to the local authority. Additionally, they are not provided with an appropriate safeguarding policy and procedure, which places children at further risk of harm because staff are therefore not fully aware of the procedures to follow. These are breaches of the welfare requirements and also of the requirements for the Childcare Register. Staff have completed training in paediatric first aid, which ensures that they are able to provide emergency care to children should the need arise. The providers ensure that risk assessments are undertaken in all areas of the pre-school that children use. This ensures that on the whole they are able to play safely. However, ineffective hygiene measures mean that children are exposed to cross-infection. Arrangements for nappy changing on the floor of children's toilets does not adequately protect their well-being. Staff deployment ensures that children are adequately supervised indoors and in the outside play area.

Staff are suitably qualified in most areas, however, their practice is weak. They display a poor understanding of how young children learn through play and exploration. This has a negative impact on the progress that children are able to make. Ineffective monitoring of the quality of teaching results in inconsistent practice and a failure to identify training needs. This negatively impacts on the pre-school's inadequate delivery of the learning and development requirements. As a result, children are not sufficiently supported through effective planning and teaching and, therefore, do not display the characteristics of effective learners. Assessments do not identify children's individual needs to ensure that they receive timely support to make certain that any gaps in the prime areas of learning are closing. This is a breach of the learning and development requirements.

Staff have developed friendly relationships with parents who report they are 'happy with the information provided' by the pre-school. Parents feel satisfied with their children's progress and say that staff have provided information to support children's interests at home. There are no children currently attending other settings. However, the provider demonstrates a sound understanding of the importance of liaising closely with local schools and nurseries to promote continuity of care and learning.

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:

- implement an effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining Disclosure and Barring Service checks (Compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Compulsory part of the Childcare Register)
- implement an effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining Disclosure and Barring Service checks (Voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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	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	EY465365
Local authority	Hertfordshire
Inspection number	952621
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	5
Name of provider	Mini Makers Pre-School Partnership
Date of previous inspection	not applicable
Telephone number	01438 489153

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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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