

# Staining & Normoss Pre-School Playgroup & Out Of School Club

Mill Lane, Staining, BLACKPOOL, Lancashire, FY3 0BL

<b>Inspection date</b>	17/03/2014
Previous inspection date	27/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
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

- There are inadequate leadership arrangements. There is currently no functioning committee and so the legal responsibilities of the provider are not met. Ofsted have not been informed of this which is an offence.
- Children are not always kept safe from potential harm because some risks are not assessed and acted upon. Access to the setting during the out of school club operating times does not always adequately protect children.
- Management do not evaluate or monitor the quality of the provision, or support practitioners in reviewing their own practice. As a result, legal requirements in relation to safety, security, staff supervision, record keeping and children's learning and development are not met.
- Practitioners do not assess young children's individual learning needs well enough, or match activities to support them well. They do not monitor young children's learning to ensure that they all make sufficient progress in all areas. Strategies to work with parents to support young children's learning are not always effective.

### It has the following strengths

- Children enjoy their time at the setting and play happily with each other and staff.

## **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 inspection took place during the breakfast club, pre-school and after school club sessions.
- The inspector observed activities in the indoor and outdoor play areas and the journeys to and from school.
- The inspector spoke to the manager of the provision, as well as children and practitioners.
- The inspector reviewed documents including available evidence of practitioner's suitability to work with children, their qualifications and the setting's safeguarding and behaviour management policies.
- The inspector took account of the views of parents spoken to on the day of inspection.

## **Inspector**

Sara Edwards

## **Full report**

### **Information about the setting**

The Staining and Normoss Pre-school Playgroup and Out Of school Club was registered under the present Registered Provider in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered as a committee run setting and has been part of the community for many years. It is situated in the village of Staining near Blackpool. The setting serves the local area and has strong links with the nearby school, as children from there attend the out of school club. It operates from one room in a single storey building and there is an enclosed area available for outdoor play. The nursery employs three members of childcare staff who all hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday in school term time. Sessions are from 8am until 9am for the breakfast club, from 9:15am to 12.15pm for the pre-school and then again from 3.30pm to 5.30pm for the after school club. Children attend for a variety of sessions. There are currently 12 two- to four-year-old children attending the pre-school. Forty children attend the out of school club during the week, six of whom are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

### **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:

resolve the registration and leadership arrangements of the setting and ensure all legal responsibilities are clearly identified and met

ensure potential risks to children's safety are assessed effectively and acted upon to minimise potential harm, particularly with regard to; external access to the setting during the out of school club operating times; the trip hazard caused by an open hole in the outdoor area; using gates and doors effectively to restrict children's access to hazardous areas

ensure risks to children's safety are assessed and managed successfully during trips between school and the out of school club, with particular regard to the impact of any challenging behaviour of older children.

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

- ensure supervision arrangements are put in place for all practitioners and monitor practice to ensure that children's welfare and learning needs are met and the knowledge and skills of practitioners are evaluated and developed
- ensure the setting's behaviour management policy is implemented and that any incidents requiring physical intervention are recorded
- ensure that all required records are kept and are readily accessible, particularly with regard to confirming the suitability of adults to work with children
- ensure all adults who prepare or handle food have undertaken food hygiene training
- ensure that monitoring is put in place to review the progress all children make and to clearly identify where intervention is required, in order to; improve the accuracy of teaching for those children who need extra challenge or support; access specialist support when needed
- improve assessment and planning practices so that children's interests, abilities and learning styles are taken into account when planning experiences which meet their individual development needs
- improve information sharing with parents so that they understand the progress

their child is making and are supported in extending their child's learning at home.

## Inspection judgements

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

The early years teaching has some good aspects, but also some significant weaknesses. Interesting activities and topics are delivered which children enjoy, but interactions and learning opportunities are not tailored enough to children's individual learning needs. Assessments are not frequent or thorough enough and so do not give a complete picture of each child. Planning does not take into account children's individual interests, learning styles and abilities. As a result, some children are not challenged or supported effectively and children do not make as much progress as they can. Children enjoy an interesting indoor environment with a good range of resources and stimulating displays. All areas of learning are planned for in the environment, but the breadth and challenge of children's play is not monitored to ensure that they learn in all areas. The outdoor environment does not support learning as effectively and some activities are not planned well. For example, children quickly lose their initial interest in digging because the ground is too hard. This reduces children's enthusiasm for learning.

Children choose to play with practitioners and enjoy developing their imagination and problem solving skills as they build brick structures. They talk about shapes and time and develop their physical skills as they enjoy rolling and shaping salt dough with a practitioner. Interactions with practitioners generally develop children's knowledge and thinking, but they are not always skilful. For example, a practitioner supports a child's emerging interest in writing, but does not speak phonic sounds clearly. This can confuse children's understanding, when they begin learning at school. Routines generally support children's learning as they learn to listen to each other in groups and follow instructions. They enjoy story time as they join in with actions and words and this supports their developing communication skills. Pre-school children develop self-care skills and learn to share and think about each other, because practitioners generally support children's development of these skills well. This helps to prepare them for starting school. However, monitoring is too weak to be sure that all children will have the important foundation skills they need in all the key areas of learning by the time they move on to school.

Parents contribute information when children start at pre-school which helps practitioners to identify how to support their development. Information on current topics is shared with parents on noticeboards, along with posters and displays about child development and learning. Information on children's progress is shared with parents through the progress check carried out at aged two. Parents state that they are confident that key workers would let them know of any issues or concerns, however, parents are not regularly informed about their child's progress and information sharing is focused more on children's care and well-being. This limits the support parents receive to enhance their children's learning at home.

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

Children are not always protected adequately from harm as the setting's risk assessment processes are not rigorous enough. Physical dangers are not always identified and made safe. For example, a hole in the outdoor floor is a potential trip hazard for children. External doors are not always securely locked during the out of school club operational times. Consequently, children are not protected from potentially harmful unauthorised visitors and it is possible for children to leave the premises unaccompanied. Children enjoy fresh air outside and have fun exercising on scooters. They enjoy snacks, such as, fruit at pre-school and sandwiches after school, but practitioners have not been trained in food safety. Their lack of knowledge could put children's health at risk, although no concerns were observed during the inspection.

Children enjoy mainly good relationships with practitioners. They seek out practitioners for comfort when they feel unhappy and play and chatter happily with them. Consequently, children are seen to be happy and confident. Practitioners use sensitive interactions and good explanations, so pre-school children behave well. They are encouraged to think about each other's feelings, for example, when a child has worked hard creating a model. However, behaviour management of older children at the out of school club is not always as effective. Sometimes, children do not have enough interesting or challenging activities to engage them fully, particularly when playing outside, which leads to some energetic and boisterous behaviour by older children. This can disrupt younger children's play and choices. Some challenging behaviour is not always managed successfully at the club, which has a negative impact on the care other children receive. Of particular concern is the impact of this on younger children's safety during the journey from school to the club, although on the day of inspection no incidents were observed. The setting's own behaviour management policy is not being followed and physical interventions are not being recorded. During the inspection, practitioners spoke appropriately to children at all times.

Parents and practitioners share information on children's care and well-being which helps to support children both in the setting and at home. Some children take time to settle at the pre-school when they first start, but parents speak positively of the efforts practitioners make to help them. Parents also speak highly of the work practitioners do to get children ready for school, for example with dressing themselves and group times. They comment on the positive impact this had on their older children who have already started school. For children who attend the club, practitioners share information well between school and parents, which supports children's continuity of care.

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

The leadership and management of the setting is inadequate. There is currently no committee and no registered provider involved in the setting. Ofsted has not been notified. This is a significant breach of the legal requirements of the Early Years Register and both parts of the Childcare Register and failure to comply with these requirements is an offence. Those running the setting, do not have a robust understanding of the legal requirements of these registers and this, combined with their weak reflection on practice,

has resulted in other breaches to legal requirements. The Statutory framework of Early Years Foundation Stage is not being met, in relation, to aspects of safety, security, staff supervision, record keeping and children's learning and development. In addition, some other requirements of the compulsory and voluntary parts of the Childcare Register are also not met.

The awareness and management of potential risks within the setting and on journeys to and from school are not sufficient to effectively protect children from potential harm. The setting does not keep enough documentation to rigorously demonstrate safe recruitment practices. Most practitioners attend safeguarding training courses and those that have been trained within the setting demonstrate that they know how to identify signs and symptoms of neglect or abuse. They know what to do should they have any concerns about a child's well-being or if they had any concerns about adults working with children in the setting. Attendance registers demonstrate that appropriate ratios are being maintained and on the day of inspection all early years children were supervised appropriately.

The management overview of children's progress and the educational programme is weak because monitoring is ineffective or absent. All practitioners work well together but they are not supported to develop their practice because they do not receive regular supervisions or appraisals. Coaching and opportunities for regular confidential discussions are not in place. Professional development is not prioritised and no positive impact is identified from training which is undertaken. There is no formal self-evaluation which has led to weaknesses going unidentified, although practitioners do reflect on aspects of practice, for example, in developing the indoor environment as a result of visiting other settings. The setting has no improvement plan and the recommendations from the last inspection have not been adequately addressed. The setting does not demonstrate a good capacity to quickly improve the provision which children receive.

Parents say that they value the 'traditional playgroup atmosphere' and the experience of the practitioners at this long established setting. Parents of children attending the out of school club speak highly of the setting and say that their children love coming. However, as a result of the inadequate leadership and management, children do not make as much progress as they can and are not always protected effectively from potential harm.

### 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:

- ensure that a child is unable to leave the premises without a person who is caring

for children on those premises being aware of the child leaving (compulsory part of the Childcare Register)

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstances as soon as they can (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any member of the governing body (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- take all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstances as soon as they can (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- take all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (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

<b>Unique reference number</b>	309489
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	960984
<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>	24
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Staining & Normoss Pre-School Committee
<b>Date of previous inspection</b>	27/01/2011
<b>Telephone number</b>	01253 895 860

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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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