

Manley and Mouldsworth Pre-School Playgroup

Manley Village School Playfield, Mobile Units, School Lane, Manley, Cheshire, WA6 9DU

Inspection date	27/03/2014
Previous inspection date	01/12/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
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

- Leadership and management of the setting is inadequate. The registered person has failed to notify Ofsted of significant changes which have an effect on children's safety and welfare. In addition, compliance with the requirements cannot be verified as essential records and information are not available for inspection.
- Staff recruitment procedures are not robust, staff responsibilities are not clear and safeguarding arrangements do not fully ensure children's safety and well-being. Staff are not provided with suitable supervision, coaching or training to improve their personal effectiveness.
- Inconsistencies in the quality of teaching and the assessment of children's attainment are not monitored robustly enough to clearly demonstrate how the gaps for some children are effectively closing.
- Staff do not have a secure knowledge of how to manage children's behaviour. As a result, children do not always learn to behave in ways that are safe for others. This does not promote children's safety or emotional well-being.

It has the following strengths

- Children's independence and self-help skills are promoted during snack times.

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 play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress tracking information, and spoke to the key person.
- The inspector carried out a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kerry Wallace

Full report

Information about the setting

Manley and Mouldsworth Pre-School was registered in 1972 and is on the Early Years Register. It is managed by a voluntary management committee and operates from a mobile unit located to the side of the playing field of Manley Village School in Manley, Cheshire. The pre-school serves the immediate locality and also the surrounding areas. It opens Monday, Tuesday, Thursday and Friday during term time only from 9am to 3pm. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 16 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-olds. There are currently three staff working directly with the children, all of whom hold appropriate early years qualifications at level 3. The pre-school receives support from the local authority.

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 that all required information and records are easily accessible and available for inspection

develop an effective system for dealing with behavioural management issues to ensure children are kept safe and to promote positive behaviour amongst all children.

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

- ensure that there is a designated practitioner for safeguarding, behavioural management and special educational needs, to provide advice and ensure that other staff are able to meet children's needs effectively and are fully supported in their practice
- ensure all staff have a secure knowledge and understanding of the Early Years Foundation Stage to effectively fulfil their roles and responsibilities
- develop an effective programme for continuous development to ensure staff's training needs are identified and monitored
- ensure observations and assessments are used to ensure that timely interventions are sought for children who have gaps in their learning and development, and to enable all children to make good progress.

Inspection judgements

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

Staff create a welcoming learning environment which is well resourced and creates an interesting and stimulating place to learn. For example, the home corner has a good selection of resources for children to engage in imaginative role play. Some staff use appropriate teaching methods to communicate effectively with children to engage and extend their play. For example, staff encourage older children to count how many children are present during snack time. All staff are qualified, but some members of staff do not have a secure knowledge of the Early Years Foundation Stage. This means that the quality of teaching is inconsistent throughout the pre-school, which results in some children not making sufficient progress.

Staff complete observations of children and evaluate these against the areas of learning and development. However, because staff are not confident or knowledgeable about the Early Years Foundation Stage and associated guidance, they are not able to correctly evaluate observed learning to ensure that children's next steps in learning are accurately identified. Some staff are knowledgeable about children and they are able to provide some suitable activities for children to make progress. However, inconsistencies in the quality of teaching and the assessment of children's attainment are not monitored robustly enough to clearly demonstrate how the gaps for some children are effectively closing. Consequently, overall, children do not make sufficient progress in their learning and development. This means that they are not learning a broad enough range of skills to support their future learning.

Children's transitions from home are appropriately supported as staff gather information from parents about their children's individual interests on entry. Parents are given regular information about their child's development and engage in daily verbal communication about their welfare needs. This promotes partnerships with parents and involves parents in their child's learning and development.

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

Overall, children appear happy to be in the pre-school. There are occasions when children are upset and require additional comfort to settle. Staff deal with this sensitively and offer cuddles and speak to children in a sensitive manner. This helps to support children's emotional well-being as they make their transition into the pre-school. Staff ensure the environment is safe and remind children of potential hazards. For example, children are told to be careful inside the playhouse when it is becoming unstable. Parents comment that their children enjoy coming to the pre-school and they are happy with the services provided.

Each child has a key person and this is made clear to parents verbally and through displays in the entrance. Key persons have an appropriate knowledge about their children and are able to comfort those who appear unsettled. Staff take time to compile individual files containing photographs, artwork and observations of children. However, some records are missing as staff have taken them home. Staff do not always manage children's behaviour appropriately, and as a result, children do not always learn to behave in ways that are safe for others. For example, children consistently ram into others during outdoor play, despite being told not to, and they are not encouraged to take turns with resources, with some children purposely preventing others from taking their turn. This does not promote children's safety or emotional well-being.

The food provided to children at snack time promotes their health and any special dietary requirements are met. Children enjoy snack time and are encouraged to pour their own drinks and help themselves to fruit and cereals. This helps to promote their independence and self-help skills. Children are encouraged to have regard for their personal hygiene, as they wash their hands before eating. Children use the outside area every day and benefit from fresh air and physical exercise. This helps to promote a healthy lifestyle and keep children healthy.

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

The inspection took place following concerns over the current management arrangements in the pre-school, change in services provided and risk assessment. The inspection showed that the registered person has failed to notify Ofsted of changes to the registered person and committee members in a timely manner. In addition, the pre-school has provided care for children after school when it is not registered on the appropriate registers to do this. This constitutes a breach in requirements, and consequently, leadership and management is inadequate in the pre-school. Compliance with the Statutory framework for the Early Years Foundation Stage requirements cannot be verified as essential records and information are not available for inspection. This has an impact on children's safety and welfare and means children are not fully safeguarded in the pre-school. Risk assessments are carried out and supplemented with daily visual checks. The entrance to the building is secure, with a number pad or bell to gain access. Parents sign children in on a daily register sheet and visitor identification is requested and recorded in the visitors' book. The suitability of staff and first aid training could not be verified during the inspection as documentation was not available at the pre-school. Staff do not have a secure understanding of their role or responsibility to fulfil their roles. For example, there is no designated person for safeguarding, behaviour management or special educational needs and /or disabilities, which means children's safety and well-being are not promoted and their individual needs are not being met.

The setting does not have sufficient systems in place to ensure that self-evaluation is effective. In particular, there is ineffective monitoring of staff and poor identification of training needs. Although all childcare staff hold an appropriate early years qualification at level 3, some have a poor knowledge and understanding of the Early Years Foundation Stage. For example, some members of staff did not know about the prime areas of learning and how to effectively promote these through planned activities. This has an impact on children's learning as the quality of teaching is inconsistent and does not promote children's learning and development. In addition, staff are not provided with suitable supervision, coaching or training to improve their personal effectiveness. Staff are not utilising the support from local authority workers and wider professionals to ensure that they fully understand their roles and responsibilities.

The pre-school has been open for many years and has established close partnerships with parents. Parents spoken to during the inspection were keen to praise staff for their care and commented on how happy their children are in the pre-school.

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	305181
Local authority	Cheshire West and Chester
Inspection number	965938
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	16
Name of provider	Manley and Mouldsworth Pre-School Playgroup Committee
Date of previous inspection	01/12/2011
Telephone number	07743 271 715

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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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