

# The Pelican at the Methodist

The Methodist Church Hall, Wood Street, Earl Shilton, LE9 7ND

## Inspection date

01/04/2014

Previous inspection date

07/11/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
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## The quality and standards of the early years provision

### This provision is inadequate

- The provider makes insufficient arrangements to ensure that there are enough staff with first-aid qualifications to accompany children on trips to use the neighbouring garden, as well as, cover those children who stay behind.
- Staff and students are not deployed effectively, especially when children are taken to the garden area. Children's safety is put at risk because staff left on their own cannot easily summon help.
- The provider does not keep accurate records of children's attendance. This applies to those children who arrive late or leave early as well as those children who leave to go to the neighbouring garden. This means that's children's safety is not ensured during these times.
- The provider does not focus on improving the quality of teaching sufficiently during supervision sessions. Consequently, teaching offered to children varies, particularly for the youngest children. As a result, they become disengaged and derive little benefit from large group activities.

### It has the following strengths

- Children have opportunities to learn about healthy living. They have access to fresh air and exercise and are provided with nutritious snacks, which effectively promotes children's awareness of healthy eating practices.
- Partnership working with parents and carers is suitably developed to promote

consistency of care for children's learning and development.

### **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 observed children engaged in activities both indoors and outside.
- The inspector spoke to parents, children and staff and held discussions with the registered provider.
- The inspector completed a joint observation with the registered provider.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the nursery's policies and procedures, checked the suitability of the staff and their qualifications.

### **Inspector**

Andrea Price

## **Full report**

### **Information about the setting**

The Pelican at the Methodist was registered in 2007 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is privately run and is one of four privately-owned settings. It operates from the Methodist Church Hall in Earl Shilton, in Leicestershire. Children have access to an enclosed outdoor play area. The setting serves children from the local area. The setting is open Monday to Friday during the school term. Sessions are from 9.15am until 12.15pm on Monday and Wednesday and from 9.15am until 3.15pm Tuesday, Thursday and Friday. Children attend for a variety of sessions. Currently, there are 45 children on roll, all of whom are in the early years age group. The setting is in receipt of funding for early education places for two-, three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language. There are six members of staff who work with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 6 and another holds Early Years Professional Status. Three members of staff hold a NVQ at level 3 and one holds a qualification at level 2. The setting receives support from the local authority.

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

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

- ensure that there is at least one person holding a current paediatric first-aid certificate, when groups of children split up to go on outings or stay behind, in order to promote children's well-being
- deploy staff effectively to ensure children's needs can be met and they are kept safe, especially when the group splits up to go out to the neighbouring garden, and ensure that staff left alone can summon help if needed
- record the times that children attend the setting, particularly if they arrive late or leave early, so that their safety can be managed effectively
- ensure that supervision provides sufficient training and support for staff, and focuses more sharply on improving the quality of teaching so that the needs of the youngest children are better met.

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

- develop the organisation of group time sessions and routines of the day to effectively meet children's individual needs, level of understanding and abilities to ensure all children learn at their own pace.

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

Staff provide a welcoming environment to help children to develop a sense of belonging. They have sufficient awareness of the learning and development requirements and generally meet the needs of all children attending. Staff gather information from parents about their children's likes, preferences and capabilities. Consequently, children settle quickly into the playgroup's routine. The children's key person identifies their next steps in learning generally well and this informs planning to promote their interests. There are processes in place for observation and assessments, including the progress check at age two. Staff share their findings from these assessments with the children's parents, keeping them informed of their achievements. They make some suggestions to parents, of how they can support learning within the home environment. Staff ensure that all areas of learning are available in the well-resourced indoor and outside environments

Children have access to a computer, which they use independently and with confidence. The simple programme encourages children to make marks and develop their awareness of everyday technology. Children are able to access role play equipment and books to

encourage the development of imagination. They enjoy listening to stories, with staff using good expressions and facial gestures to engage them. This supports children to adequately learn skills for the future and prepares them for their next stage in learning, such as school. Staff make suitable use of large group times to teach some children about the days of the week, help them to practise counting to 10, take part in singing or listen to more stories. However, the circle time sometimes interrupts other activities that children are engaged in, or is too long for the youngest children, as well as those who are new, and children who have special educational needs and or disabilities. Consequently, those children move away, become disengaged or fail to learn at these times.

Children enjoy drawing and making marks with a variety of pens and crayons. They practise and develop hand skills using scissors to cut shapes, which they then stick onto pictures which they have created. They are keen to show staff what they have made. Staff listen to children as they share their experiences and praise them for their contributions. As a result, children's communication, language and literacy skills are supported. Many children are highly confident communicators, asking questions and being thoroughly engaged in conversations with adults. Children tell the inspector what they like to play with at the playgroup and who their friends are. Parents are happy with the care and education their children receive. They comment how pleased they are with the progress their child is making and thank staff for their continued support and advice.

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

Children are not safe and their well-being is compromised during their time at the setting. For example, most staff and the students accompany children outside and across the car park into a neighbouring garden, leaving only one member of staff alone in the setting with a group of children. The provider does not monitor staff deployment effectively, or follow her own policies and procedures, to ensure that there is sufficient first-aid cover while children are away on outings and to ensure that lone staff can summon help if needed. Nevertheless, staff support children to practise the procedures for evacuation, ensuring they are prepared to leave the premises quickly and safely. Staff talk with children about road safety as they cross the car park to the garden. Therefore, children know how to keep themselves safe.

Children arrive happily and are greeted by staff. They benefit from close relationships with the staff, including their key person. Staff work closely with parents to help give reassurance. They ask parents to provide family photographs of people and objects that are of importance to their child, such as a friend or family pet. This helps the children to feel secure and helps to develop a sense of belonging. Staff model good manners and encourage children to say 'please' and 'thank you'. This helps the children to understand how to be polite and the boundaries of acceptable behaviour. Staff help to prepare children move to school by allocating time to talk, discussing how children feel. Staff encourage children to write letters to their new teacher, telling them things they wish them to know. Staff complete transition reports, which are shared with teachers and parents.

Children take part in regular outdoor play to support a healthy lifestyle. They benefit from

playing on large equipment to support physical and coordination skills, for example, bat and ball games. Children enjoy playing with ride on toys, navigating back and forth confidently. Others enjoy planting vegetables, talking about healthy foods and cooking. Staff promote children's self-help skills and emerging independence well. For example, the playgroup operates a rolling snack where children are encouraged to feed themselves when they are hungry and pour their own drinks. Children manage their own personal care, such as washing their hands before snack and after toileting. As a result, children are gaining an awareness of personal hygiene practices, in order to protect their own health.

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

The leadership and management of the playgroup are inadequate as there are breaches to the safeguarding and welfare requirements. The provider does not ensure that staff and students are effectively deployed to adequately supervise groups of children, or ensure there is sufficient first-aid cover. This means that, they are not always safeguarded and protected from harm. Children's safety is further compromised, because the provider does not accurately record children's attendance, particularly if they arrive late or leave early. These are also breaches to both parts of the Childcare Register. In the main, risk assessments are sufficient to help staff identify and manage hazards. For example, security arrangements are effective, therefore, children cannot leave the premises unsupervised. In addition, visitors are asked to provide full identification and are required to sign into the visitor's book. Appropriate recruitment and selection procedures are in place to assess staff's suitability. The staff team are aware of the procedures they must follow to safeguard children. They understand the signs of abuse and they know who the designated officer is. All staff know who and where to seek further advice, if needed, through the playgroup's policy, if they have any concerns regarding staff practice or children's welfare.

The provider is responsible for the day-to-day running of the setting and the delivery of the education programmes. There are annual appraisals and regular staff meetings. However, monitoring and supervision are not sufficiently focused on the quality of teaching for all staff, such as, improving the way in which the youngest children take part in whole-group activities. Staff attend training and work with the local authority advisors and some action plans for general improvement are in place. The provider evaluates other aspects of her provision appropriately and includes all staff in reviewing this annually. The provider has identified some suitable priorities for improvement, such as, the introduction of peer observations.

Staff welcome parents into the setting and encourage them to become actively involved in their child's early education. Children's learning journeys are shared with parents. The setting puts a great emphasis on daily face-to-face communications with parents, which is achieved through the effective meet and greet practices. This encourages parents to share relevant information with staff. The playgroup has generally effective systems for monitoring the children's learning and development. Tracking documents and the completion of the progress check at age two ensures the children's progress is maintained

and gaps in learning are beginning to close. Parents and carers receive regular information about the playgroup and progress that their child has made. They are complimentary about the setting and the care it provides for their children. Parents know who their children's key person is and they feel comfortable to raise any concerns they may have. Staff have built strong and effective relationships with other professionals, such as a speech therapist and health visitors. This ensures that appropriate interventions are secured, so that children receive the support they need. Staff demonstrate that they can work closely with other provisions that children attend, to support continuity in their 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:

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register)
- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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>	EY362428
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	966339
<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>	26
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Beverley Hutt
<b>Date of previous inspection</b>	07/11/2011
<b>Telephone number</b>	07986 491249

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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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