

Malyons Preschool

Northlands Park, Community Hall, Felmores, Basildon, Essex, SS13 1SD

Inspection date	21/05/2014
Previous inspection date	19/01/2011

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		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

- Children's safety is compromised because there are a number of breaches in the safeguarding and welfare requirements. Not all adults have had their suitability established, not all safety issues are identified or addressed and some mandatory records are not maintained.
- Planning is weak so children are not consistently provided with activities and experiences that offer challenge and interest. Consequently, their progress across all areas of learning is limited.
- The monitoring of the quality of teaching is weak. The supervision and appraisal systems do not adequately identify areas where staff need to make improvements. As a result, not all staff promote good learning outcomes for children.
- The pre-school does not share information with other settings children attend. This means that they do not have a comprehensive picture of children's achievements on which to base their future plans.

It has the following strengths

- The key person communicates with parents so some relevant information is shared.

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 activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's observation and assessment records.
- The inspector checked evidence of the qualifications of the staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Suzanne Smith

Full report

Information about the setting

Malyons Pre-school was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Basildon, Essex and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a community hall and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens during term time only. Sessions are from 9.15am until 12.15pm, and children attend for a variety of sessions. There are currently 40 children attending who are all in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- take steps to ensure the safety of children by ensuring that hazards are identified and addressed as they arise
- take all reasonable steps to monitor who has access to the premises in order to ensure children's safety
- maintain and make available for inspection a record of the Disclosure and Barring Service checks completed for all staff
- improve knowledge of the safeguarding and welfare requirements. This relates to notifying Ofsted when there are changes to the committee
- plan challenging and enjoyable experiences and activities for children that are tailored to their individual needs, interests and learning styles and actively promote their learning and development to ensure that they make consistently good progress across all areas of learning
- monitor the quality of teaching and provide support, coaching and training for staff in order to foster a culture of continuing improvement and make significant advances in the quality of the educational programmes and outcomes for children
- share information with other settings children attend in order to ensure their learning and development needs are fully and consistently met.

Inspection judgements

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

The staff compile observations and assessments of children's progress which detail the next stage in their learning. However, they fail to use this information appropriately to plan activities and experiences that are tailored to individual children's needs, interests and learning styles. As a result, activities are not sufficiently challenging or engaging and do not promote learning effectively. Children's key person plans the activities on offer, and these to some extent offer opportunities for children to learn. However, this learning is generally coincidental, rather than planned and purposeful. Children with special educational needs and/or disabilities make some progress because the key person works closely with parents and outside agencies to support their development. The quality of teaching is variable and in some instances poor. Some staff lack direction and are not aware of how to promote children's learning and development during their play. Other staff support children suitably well. For example, they encourage children to use paintbrushes and water to create shapes and letters on the ground, promoting to some extent their creativity, physical skills and literacy.

There are a variety of resources for the children to use and these to some extent support them in the prime and specific areas of learning. Children learn to read their names as they find their laminated name card when they arrive at the pre-school. Children make friendships and children eagerly and happily play together, explaining that their friends are 'monsters' as they run away from each other. Children develop their communication skills as they use pretend telephones with long tubes to talk to their friends and the staff. There is a variety of physical play equipment to support their muscle development. They enjoy using the see-saw, writing with pens and using construction toys. However, the routines do not allow children to develop their independent learning through a period of uninterrupted play. For example, the children are repeatedly asked to stop what they are doing in order to move between different play areas.

The staff have developed sound relationships with parents. When children begin, information from parents is collected about their child's development. This supports the key person to develop an understanding of the children's learning needs when they start. Children's next steps in their learning are regularly shared with parents. The progress check for children between the ages of two and three is also completed. This supports parents to continue their child's learning at home. Parents are invited into the pre-school during family days and have the opportunity to look through the children's learning journal records. Parents are invited to contribute comments about what their child is achieving at home. This supports the key person to develop further understanding of individual children's learning needs.

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

Children's well-being is not adequately promoted and their feelings of safety and security are misplaced because some adults working on the committee have not had their

suitability checked. Fire drills are regularly conducted and children develop an awareness of practices to support their safety. They have trips in the local area and learn how to cross the road safely. The staff are all first aid trained and this ensures that children's health is supported if they need first aid treatment. A healthy snack time develops the children's awareness of healthy food as they enjoy the fruit and milk. The children have access to a large outdoor area. They develop their health as they have fresh air and exercise every day.

Children develop some skills towards independence as they attend to their personal hygiene needs independently according to their stage of development. The children's behaviour is fair and the staff are suitable role models who talk with respect to the children. Most children are aware of the behavioural boundaries and respond appropriately when the bell is rung to gain their attention. Children's self-esteem is supported when they are given certificates in reward for good behaviour and for developing new skills. Children learn about diversity as they explore festivals, such as Chinese New Year. They also learn to respect each other as they are encouraged to develop friendships in small group games.

The children settle into the pre-school gradually and according to their individual needs. At the start a form is completed by the parents on their care needs. This provides the key person with information to support their well-being when they begin. Consequently, children make secure bonds with their key person and are happy in the pre-school. They regularly look to their key person for support and this shows that their emotional well-being is generally supported. Children are supported emotionally for their move to school. Teachers visit the pre-school and stories are shared with the children to prepare them for school. However, no contact has been made with other settings that children attend. This means that staff do not have a fully comprehensive picture of children's learning, on which to base plans for their further development.

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

The leaders and managers have an understanding of some aspects of the requirements to safeguard children. Following a change to the use of the premises, they appropriately notified Ofsted. During the inspection it was found that the leaders and managers have taken some steps to safeguard children. They have erected a screen to deter members of the public from entering the premises and children are constantly supervised. However, this is not enough to ensure children's safety as they do not monitor who is on the premises. This is a breach of the safeguarding and welfare requirements as well as the requirements of the Childcare Register. The leaders and managers show a weak understanding of the requirements of the Early Years Foundation Stage. There are a number of breaches in the legal requirements. Although the manager is aware of safe recruitment practices, a record of the Disclosure and Barring Service checks completed on staff has not been maintained. This means that there is insufficient evidence that staff are suitable to work with children. The leaders and managers have also failed to notify Ofsted of a change to the members of the committee. Some committee members have contact with the children and although they are supervised this does not fully ensure children's

safety because the required suitability checks have not been completed. Children are not kept safe as hazards that arise during the course of a session are not identified, assessed and made safe. The staff carry out risk assessments before the start of a session and check that the areas are safe. However, children's safety is compromised as staff do not respond promptly to hazards that arise in the outdoor area. For example, a large group of children use trikes and push-along vehicles between a brick wall and a large metal container. The staff do not assess that this becomes unsafe when children start to go faster. Consequently, children are at risk of an accident. The staff have regular safeguarding training and have a sound understanding of how to identify signs of child abuse. The safeguarding policy details what to do in the event of an allegation being made against a member of staff and includes information on the appropriate use of mobile phones and cameras in the setting. These procedures go some way to supporting children to be kept safe.

The leaders and managers show a weak understanding of the learning and development requirements of the Early Years Foundation Stage. They do not monitor the educational programmes and children do not have access to a wide range of challenging learning opportunities. As a result, children make slow progress in their learning. Children's assessments are monitored and there are suitable observation and assessment processes in place. This ensures that children with additional needs are supported to some extent as developmental delays are identified early. The manager holds annual appraisals and regular supervision meetings with staff. This supports the staff to raise their qualification levels and to attend further training. However, the monitoring arrangements are ineffective as inconsistencies in teaching practice have not been identified or adequately addressed. As a result, the quality of teaching in some instances is poor. The manager has completed a self-evaluation form. However, this also has failed to establish a comprehensive picture of the strengths and weaknesses within the provision. Several breaches in requirements have not been recognised and there are no clear action plans to address the significant weaknesses in order to drive improvement.

There are some positive aspects to the partnerships with parents. For example, parents speak well of the way staff offer support as children are toilet training. The pre-school liaises with outside agencies who regularly visit the pre-school. This means that children with specific needs receive some of the intervention and support needed to help them make progress. The pre-school recognises the importance of developing partnerships with the local school and actively pursues these links in order to support children when the time comes for them to move on to the next stage of their education. However, the pre-school has not recognised the need to form similar partnerships with other settings children attend. This means that there are gaps in their knowledge of children's achievements and they are not fully equipped to provide continuity of care and learning for children who attend more than one setting.

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 children are kept safe from harm (compulsory part of the Childcare Register)
- ensure that staff are suitable to work with children and enhanced Disclosure and Barring Service checks are carried out (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)
- ensure that a risk assessment is carried out immediately where the need for an assessment arises and that all necessary measures are taken to minimise any identified risks (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 are kept safe from harm (voluntary part of the Childcare Register)
- ensure that staff are suitable to work with children and enhanced Disclosure and Barring Service checks are carried out (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)
- ensure that a risk assessment is carried out immediately where the need for an assessment arises and that all necessary measures are taken to minimise any identified risks (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	203873
Local authority	Essex
Inspection number	975767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	40
Name of provider	Maylons Pre-School Playgroup Committee
Date of previous inspection	19/01/2011
Telephone number	01268 450 158

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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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