

# Roche Pre-School Playgroup

Victory Hall, Victoria Road, Roche, St Austell, Cornwall, PL26 8JG

## Inspection date

09/07/2014

Previous inspection date

15/05/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff establish strong relationships with children and know them well.
- Staff provide interesting and stimulating activities for children.
- Partnerships with parents are well established, which enables staff to plan complementary learning experiences to support children's development.
- Children develop a positive attitude to learning in preparation for the next stage in their development.

### It is not yet good because

- The management does not ensure that appropriate recruitment and vetting procedures to safeguard children are implemented for all staff, to adequately assess their suitability.
- Systems for self-evaluation and monitoring of provision are not sufficiently robust to ensure that leadership and management consistently meet all the requirements of the Early Years Foundation Stage in full.
- Staff are not well supported to develop their practice due to a lack of regular supervision meetings and appraisals.
- Staff do not regularly provide more challenging activities outdoors, to support fully the more athletic children.
- Staff do not consistently provide opportunities to further children's independence and self-care skills

## **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 examined a range of documents.
- The inspector observed indoors activities and children's free-play outdoors.
- The inspector held discussions with the manager and nominated person.
- The inspector offered the manager the opportunity to complete a joint observation.
- The inspector talked with parents, children and staff.

## **Inspector**

Sarah Madge

## Full report

### Information about the setting

Roche Pre-School Playgroup is managed by a committee and was first registered in 1978. It moved to its current address in 2004 and operates from two rooms within Victory Hall in Roche. It opens each weekday and sessions are from 9 am until noon during school term times. An extended session operates on Monday and Friday when children may bring a packed lunch and stay until 1 pm. There is a fully enclosed outdoor area. The provision is registered on the Early Years Register. There are currently 22 children on roll. Children attend from the village of Roche and the surrounding rural area. The pre-school employs five staff, all of whom hold appropriate early years qualifications.

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

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

- implement appropriate recruitment and vetting procedures to ensure the suitability of all staff, to promote the welfare of children
- develop systems to provide support for staff through regular supervision meetings and appraisals, to maintain and enhance the quality of the setting
- develop self-evaluation systems to identify areas of weakness, with particular reference to the understanding of statutory requirements, and implement actions to address these

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

- develop the outdoor environment to provide opportunities to challenge the more physically capable children in their play
- provide further opportunities for children to engage in tasks that help to develop their independence.

## Inspection judgements

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

Staff obtain information from parents regarding children's starting points before they first attend the setting. They also carry out detailed observations of children during their

settling-in period to assess their development. This means that staff plan activities that interest and challenge children from the start. Staff get to know children very well and tailor activities to their interests. For example, they provide an imaginative and well-developed role-play area based upon a child's emerging interest in pirates. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and complete regular observations of children's experiences. They identify next steps in learning for individual children and plan suitably challenging activities for them indoors. This all means children are stimulated and engaged in their learning. However, staff do not regularly provide resources and activities outdoors that enable the more athletic children, and those who learn best outdoors, to engage in a suitable level of challenge.

Staff monitor children's progress closely using detailed termly assessments, to identify any gaps in achievement and provide appropriate support as necessary. As a result, children are making good progress in all aspects of their learning and development. Staff complete appropriate progress checks for two-year-old children.

Staff understand the importance of gathering information regarding children's learning at home and implement systems to establish a two-way flow of information with all parents. For example, parents are invited to share children's achievements at home through noting them down on cards which are added to children's learning journals. This means that staff are able to extend children's learning further by providing complementary activities. However, staff recognise that this approach is not currently successful in engaging all parents and so they are in the process of developing other systems. Partnerships with parents are strong. Staff share children's progress with parents during regular meetings, and encourage them to take home their child's learning journals to share with the wider family. This helps to keep parents involved in their children's development and experiences. Staff have an appropriate awareness of how other professionals can provide further support for disabled children with those who have special educational needs.

Staff provide opportunities for children to plant fruit and vegetables, to help them learn about growth. They follow the lead of the child, to take advantage of teaching opportunities as they arise. For example during snack time, a child remembered previously planting a pineapple in the garden. Children became animated as they discussed this, and so staff encouraged them to examine a pineapple at the table and they decided to plant another immediately. This flexible approach to teaching ensures that children remain interested in their daily experiences. Consequently, children develop a positive attitude to learning in preparation for the next stage in their development. Staff make the most of the time between activities, such as after washing hands and starting snack, to engage children in number games. This supports their counting and number recognition skills. Children are confident communicators. They constantly talk to their friends and engage in regular conversations with adults.

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

Children are settled and comfortable in the pre-school and develop positive relationships with their key person. Children often approach staff and each other to remind them of the daily routines. For example, when lining up a child tells other children that, 'We need to shh!' This shows that they know the daily routine well, including that they must tidy up before playing outdoors. As a result, children feel safe and secure at the setting, which supports their emotional wellbeing. Staff are calm and consistent in their expectations of children's behaviour. Consequently, children behave well and develop friendships with each other. Staff are positive role models and deploy themselves well. For instance, a member of staff sits with children at snack time and eats fruit alongside them, encouraging them to try different food. This means that children feel confident to try new things. Staff praise children's achievements suitably, which helps to boost their self-esteem. Children undertake some self-care tasks, such as pouring jugs of water. However, staff do not routinely provide further opportunities for children to engage in tasks that help to develop their independence.

Children benefit from a suitable range of resources in a welcoming environment, which means that they enjoy their time at the setting. Staff implement appropriate procedures to ensure the ongoing suitability and safety of the environment. For example, the front door is kept locked at all times when not in use, to prevent children from leaving unsupervised. Children are involved in regular emergency evacuations to teach children how to exit the premises safely in the event of a fire. Staff deployment arrangements ensure that staff who have not been appropriately vetted are not left unsupervised with children. Children lead a healthy lifestyle as they engage in daily play activities outdoors, which helps them develop positive attitudes to exercise and fresh air. Staff remind children of the need to wash their hands before eating and they dry their hands on single-use towels. This all supports children's understanding of how to keep themselves healthy. Appropriate procedures are in place for the administration of medication and the recording of accidents.

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

The management do not have a full understanding of their roles and responsibilities. This affects their ability to implement appropriate safeguarding procedures. As a result, some requirements of the Early Years Foundation Stage are not being met. The management is aware of its responsibility to ensure that all staff are vetted for their suitability to work with children and staff understand appropriate procedures to refer potential safeguarding concerns. This all promotes children's welfare. However, recruitment and vetting procedures are not adequately implemented to ensure the suitability of all staff who work with children. Although staff manage this by ensuring that persons who have not been vetted for their suitability to work with children are not left alone with children, which minimises the impact upon children's safety. This is a breach of a statutory requirement. An action has been set in relation to this.

The pre-school team has a good understanding of their responsibilities with regards to children's learning and development. Strong teaching and planning, based upon children's

interests and stage of development, support all children to make good progress in their learning.

The management establishes appropriate links with the other settings that children attend to promote continuity of children's care. This means that staff obtain the necessary information to extend children's learning across different environments. Partnerships with parents and carers are strong. Parents state that their children are very happy, have grown in confidence since attending and are well prepared for the transitions they make to school.

A suitable range of policies and procedures is in place, and documentation, including records, is completed appropriately. For example, the management accurately records children's attendance and the presence of visitors in the setting. This helps to ensure children's health needs are sufficiently met.

There is a self-evaluation system in use, but it is not fully effective. The management is aware of the strengths of the staff team, and in the provision as whole. They recognise some areas of practice that are in need of further development. However, although they have sought support to monitor the effectiveness of the provision, some statutory requirements have been overlooked. Supervision meetings and appraisals have not been completed regularly with staff or the manager, meaning that they are not being supported to help improve their individual and team practice. However, the management provides frequent opportunities for staff to update their knowledge and enhance their skills through additional training. This demonstrates a commitment to drive improvement.

## 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>	EY285656
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	843647
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Roche Pre-School Playgroup Committee
<b>Date of previous inspection</b>	15/05/2009
<b>Telephone number</b>	01726890793 mobile 07866226488

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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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