

Childville Pre-School

Gascoigne Community Association, Community Centre, 124-128 St. Anns, BARKING, Essex, IG11 7AD

Inspection date	19/06/2014
Previous inspection date	10/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- Overall, most children appear to be happy and content in the setting and they are developing positive relationships with staff, who spend much of their time on children's level, engaging in their play.
- The key-person system works appropriately to support children to feel secure with adults in the setting.
- There are suitable systems in place to support children with special educational needs. The staff have developed positive working relationships with other professionals involved with children.

It is not yet good because

- Recruitment systems are not robust enough to demonstrate that all staff are suitable for their roles.
- The provider does not ensure that their sun protection policy is implemented effectively and staff are not sufficiently aware of the risk posed by those who are not linked to the pre-school but also use the outdoor area. These compromise children's good health and safety.
- Although staff practice is monitored, the supervision system has not identified and targeted all weaknesses to continuously improve the quality of provision for all children.

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 activities in the main playroom and outdoor play area.
- The inspector held discussions with staff and parents.
- The inspector looked at a sample of documents and records relating to children and staff.
- The inspector engaged in a joint observation at snack time with the manager.
- The inspector engaged in discussions with the manager and the local authority early years advisory teacher, who was present throughout the inspection.

Inspector

Samantha Smith

Full report

Information about the setting

Childville Pre-school is run by Childville After School Services Ltd. It was registered in 2008 and operates from the Gascoigne Community Centre, in Barking in the London borough of Barking and Dagenham. The pre-school is open from 9am to 12pm and from 12.15pm to 3.15pm, term time only.

The pre-school is registered to provide care for a maximum of 40 children aged from two years to the end of the early years age group. There are currently 71 children on roll. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education for three- and four-year-olds. The group currently supports a number of children who are learning English as an additional language and children who have special educational needs and/or disabilities. The pre-school employs 12 members of staff, all of whom hold appropriate early years qualifications. The pre-school receives regular 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 risk assessments take account of the risk posed by others using the outdoor area at the same time as children
- implement robust systems for assessing the suitability of staff by obtaining suitable references for all staff
- improve systems for promoting children's good health by implementing effective procedures to check that sun cream is applied and other precautions are used to protect children from the sun
- ensure that supervision provides effective support, coaching and training to target inconsistencies in teaching, assessments and gaps in the educational programmes

Inspection judgements

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

The quality of teaching is generally sound and children are making satisfactory progress in their learning and development. The learning environment is suitably organised and resourced to provide basic resources that can be used to promote the seven areas of learning. However, staff do not use them to offer activities that promote children's

learning in enough depth or breadth to provide sufficient challenge. Staff demonstrate that they have a sound understanding of their roles in supporting children's learning, However, the observations they make to identify where children are in their learning vary in quality and not all staff make accurate assessments of children's progress. For example, some staff observe children regularly to identify clear and purposeful next steps for learning to help children achieve new skills. The observations others make lack purpose and the identified next steps for learning are not well aimed at supporting children to make progress. In addition, assessments on entry are not completed on all children and future assessments mainly take place at the end of the academic year. Consequently, some children go for long periods without an assessment, which means there is the potential to miss gaps in learning, or for there to be long periods before the gaps are identified.

Children enjoy completing puzzles, using construction resources to make models, engaging in messy play and role-play activities. There is some opportunity for children to develop their understanding of mathematics as they count in their play. For example, while building towers with the large plastic bricks children are encouraged to count the number of bricks as they add more. However, staff do not always try to extend this further, by encouraging children to compare size or think about addition or subtraction. Children have access to programmable toys to support their understanding of technology; however, the range provided is not suitable for their ages and offers little challenge. Children have opportunities to listen to stories at small group times and books are made available in the book area, although not particularly well displayed.

There are approximately 24 different languages spoken within the pre-school, some of which are also spoken by staff. The bilingual staff offer valuable support to help children with the same home language to communicate and learn English. However, not all staff are familiar with the languages children, other than their key children, speak. This means that the provision for some children learning English is better than others. This affects the progress they make. Children with identified special educational needs and/or disabilities receive appropriate support. This is because staff work in partnership with other professionals involved in the children's care..

Parents are welcome in the nursery and can talk to their child's key person or the manager at any time. They are encouraged to take part in their children's learning by contributing towards their 'learning journeys'.

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

Children appear happy and well settled in their environment. They show through their behaviour that they feel comfortable in the relationships that they have developed with staff. They readily approach them to get their needs met and enjoy playful engagements with them. The key-person system generally works soundly in promoting positive partnerships with parents and supports children in developing secure attachments within the setting. All children mix and play together as they move freely around the setting

Relationships are sound and children are well behaved. They respond well to the relaxed

approach of staff and they enjoy the attention that they receive, which enables them to feel a sense of belonging. Children are growing in confidence and are developing valuable social and independence skills as they play cooperatively together. They are beginning to make some independent choices about their play.

Although there are regular opportunities for children to play outdoors, staff do not plan the outdoor learning environment well, to provide children with a balanced range of high quality learning experiences. For example, children have access to resources and equipment to support their physical development, and some construction materials and tools that support the development of early writing skills.. However, there is a lack of further resources such as of tools that enhance children's exploration and investigation skills to extend their understanding of the natural environment.

Children are developing their understanding of how to promote their physical health and well-being through the daily routines in place. Staff act as positive role models as they wash their hands alongside the children at appropriate times throughout the day. Drinking water is made available throughout the day and snacks are suitably nutritious. Children regularly have their nappies changed and staff follow hygienic procedures for this. However, the current procedures around the application of sun cream are weak and do not contribute towards promoting children's good health. Staff say they apply sun cream for children if their parents forget to do so. However, they do not routinely confirm with parents whether they have taken this action. As a result some children play outdoors in hot weather without sun protection. Other aspects of children's health are appropriately managed.

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

Overall, the pre-school is adequately led and managed and most of the requirements of the Early Years Foundation Stage are being met. There are suitable child protection procedures in place and staff demonstrate that they have a sound understanding of their roles and responsibilities to take action if they have concerns about a child's welfare. All staff have completed a criminal records check. However, vetting procedures are not sufficiently robust because the provider has not obtained suitable references for all staff. Staff do not always implement the setting's health and safety policies effectively to promote children's good health. Staff followsuitable security measures to help ensure the safe arrival and collection of children and the identity of all visitors is checked. In addition, accidents and incidents are all recorded and share with parents. Although risk assessments are in place for most aspects of the premises, staff have not considered the risks posed by those with no links with the pre-school using the outdoor area at the same time as children.

There are weaknesses in the provision for children's learning and development. As a result children do not make good progress in their all-round learning and development. This is because of the varied quality of teaching, and provision and use of resources, particularly outdoors. The weaknesses in observation, assessment and planning systems limit

children's progress towards the early learning goals. The manager has identified some weaknesses in teaching and assessment and is currently working with some staff to improve some areas of their practice. However, although some monitoring is in place, staff supervision has not yet identified and targeted all weaknesses to continuously improve the quality of provision. The pre-school is also working with the local authority advisory teacher on plans to introduce a new tracker system to enable them to track children's progress and identify any gaps in children's learning more effectively.

Overall, the pre-school encourages positive partnerships with parents; staff welcome them on arrival and keep them regularly updated about their children's progress. Parents spoken to on the day of the inspection talk positively about the setting.

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	EY386511
Local authority	Barking & Dagenham
Inspection number	978927
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	71
Name of provider	Childville After School Services Ltd
Date of previous inspection	10/06/2010
Telephone number	07919913302

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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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