

Stanley Village Pre-School

Stanley Village Hall, Park Avenue, STANLEY, Ilkeston, Derbyshire, DE7 6FF

Inspection date

09/05/2014

Previous inspection date

01/12/2009

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

- Safeguarding practices are not good enough, which compromises children's health and safety. This is because staff do not use the information received from parents about dietary needs robustly to protect children.
- Staff deployment at snack time is poor. Staff do not supervise children effectively and the disorganised arrangements for serving food expose children to risks.
- The quality of teaching is variable in the pre-school because some staff lack understanding of how to fully promote children's learning and development.
- Planning of children's individual priority learning is inconsistent and not accurate enough to challenge some children sufficiently well to enable them to make good progress.

It has the following strengths

- Staff are friendly, approachable and support children's settling-in routines. Staff and children are forming secure attachments. This supports children's emotional well-being appropriately.
- Partnerships with parents are strong and the two-way flow of information helps to ensure children's individual needs are met.

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 interacted and spoke with children appropriately during the course of the inspection.
- The inspector observed activities in the play hall and outside learning environment.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector examined a range of documentation including staff suitability records, children's developmental records, policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

Stanley Village Pre-School opened in 1987 and is on the Early Years Register. It operates from the village hall in Stanley, Derbyshire. The pre-school serves families from the local and surrounding areas. Children use the enclosed play area on the adjacent park. The pre-school opens five days a week, during term time only. Sessions are Monday to Friday, from 9.30am until 12.30pm, with an optional lunch club Tuesday to Thursday until 1.15pm. There are also afternoon sessions on Mondays and Fridays, from 12.30pm to 3.30pm. Currently there are 53 children on roll; all of whom, are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. The pre-school employs six childcare staff; of whom, four hold appropriate early years qualifications at level 3. The pre-school is operated by a parent committee, but the day-to-day responsibility of the pre-school is delegated to the manager and staff. The setting receives support from a member of staff from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- ensure staff use the information provided from parents about children's dietary needs robustly, so that children are not at harm when they are eating snacks and meals in the pre-school
- improve staff deployment and the organisation at snack time to ensure that children are supervised effectively and access to food is monitored to promote children's safety, well-being and to meet their individual needs
- ensure appropriate arrangements are in place to provide support and training, in order to increase staff's knowledge and skills and improve performance and the quality of teaching within the pre-school
- ensure staff plan challenging and enjoyable learning experiences to cater for children's learning priorities to help them make good progress.

Inspection judgements

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

Generally, children are happy and enjoy their time at the pre-school. Parents complete registration information, which includes children's likes and dislikes and staff show that they know the children well when speaking about them. Staff have a sound understanding

of the learning and development requirements of the Early Years Foundation Stage. Key persons know their children well and most have an understanding of their next steps in learning. However, there are inconsistencies in planning for children's individual needs. As a result, some children are not always fully challenged or provided with activities to help increase their learning. Consequently, children make satisfactory progress rather than good progress. Assessment procedures are adequate and, in spite of the inconsistencies in planning, assessments do provide sufficient information for key persons to identify any gaps in children's learning. Staff have successfully completed the progress check for children between the ages of two and three years. Although, the children make satisfactory progress they are acquiring the necessary skills for school as they become confident, develop their independence and learn to play harmoniously together.

Children are familiar with the pre-school routines and readily take part in different activities. They make choices from a range of developmentally appropriate toys that enable them to explore independently. Most children show the characteristics of keen learners by engaging in the activities and enjoying them. However, there are times when some children are not purposefully involved in play and staff engagement is limited, which does not motivate them or extend their learning. Additionally, some activities are not planned with a clear learning intention. For example, children go outside to play and, because it is a very windy day, they are provided with ribbons, balls, hoops and parachute play. They thoroughly enjoy the play and have great fun running around the large field. However, there is no direction to this play and staff miss opportunities to teach the children about the effects of the wind or provide challenges for them to explore. For example, seeing how high or far a piece of ribbon can fly.

Staff promote communication and language appropriately; they ask 'what', 'why' and 'when' questions to encourage children to think and to enable them to introduce new vocabulary to children. For example, the sawdust being 'soft' and the glue 'sticky'. This helps increase children's describing skills and ways of expressing their thoughts. To promote children's handling skills staff provide suitable activities for children to take part in. Most children are motivated by these activities and explore and investigate for themselves. For example, they enjoy painting pictures of their families using a variety of paintbrushes, completing jigsaw puzzles and making marks using crayons. Children count and recognise shapes in the environment and thoroughly enjoy singing songs that help them to learn about decreasing numbers. These activities help children to learn early mathematical skills through a balance of everyday opportunities and adult-led activities. Information and communication technology skills are developing well. Children switch on equipment to listen to music and press cause and effect toys to find out what happens next. Children's creativity is developing well. Roars of excitement can be heard in the room as children express their feelings while they play with dinosaurs. To further develop children's use of imagination staff provide opportunities for them to become involved in pretend play. They also learn good dressing skills as they become princesses, doctors and vets.

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

Children are content and settle well at this pre-school. This is because staff make time to find out about the children and their families. Appropriate settling-in times provide opportunities for staff to talk to parents to find out about children's care routines and health issues, including children's dietary needs. However, although these procedures are in place, staff do not implement them effectively and children's health and safety is compromised. This is because staff do not follow the guidance in the procedure and effectively use the information they are provided with from parents regarding children's food allergies. Key-person systems are appropriate and help children make bonds and attachments. Both staff and children demonstrate that there are good relationships between themselves. Children of all ages enjoy a harmonious environment where positive behaviour is affirmed and praised. As a result, children's behaviour is good. Children play cooperatively, taking turns and sharing resources. These approaches help children to develop respectful attitudes towards others and provide a strong message that everybody is valued, which helps their emotional well-being. Children are also sensitively supported when they are ready to start the pre-school, benefiting from tailored experiences that ensure they are fully prepared to make the move from home. Preparations for children moving to school and other settings are well established, leading to continuity in children's care and learning.

Children have stimulating and enjoyable opportunities to learn about diversity and difference. Staff are skilful and sensitive as they support children to recognise that others may have differing abilities to themselves and that this may affect the way they interact with them. Throughout the nursery there are a variety of good quality resources that enable children to make choices and initiate their own play, which supports their independence. Staff encourage the children to learn self-help skills and promote good hygiene practices as children learn to wash their hands before snack, after being outside and after using the toilet. Children are provided with a self-service snack time. As a result of this, children's learning is not interrupted. However, at times the snack area is disorganised and staff are not effectively deployed to provide children with appropriate supervision and support. For example, many children queue up at the same time to have snack, meaning they are fidgety while they wait. Staff are taken away from the table to fill water containers or to encourage children to find their names off boards. During these times children are unsupervised and children with allergies are able to eat food that they should not have access to.

In spite of the disorganisation of snack time, children are supported to develop a secure understanding of the importance of healthy lifestyles and to manage their own personal needs relative to their ages. Children are provided with healthy snack options, such as fruit and cereal, and staff encourage parents to provide healthy lunch boxes. All children have access to fresh air and, in some instances, they benefit from staff planning activities that support and extend their physical development. Most children are supported to know how to keep themselves safe. Staff encourage children to take part in the fire drill to help them stay safe in an emergency. They teach children appropriate road safety procedures and how to use equipment, such as scissors safely in the pre-school.

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

This inspection was brought forward because Ofsted received a concern about a child being given food they were allergic to. The inspection found that this was the case and insufficient action has been taken since the event to prevent this from reoccurring. Procedures are not robust enough and children are potentially at risk, because their welfare is compromised. Staff do find out about children's dietary needs at registration and the manager produces a list of children and their allergies, which is displayed in the kitchen. However, staff are not effectively using the information they are provided with to ensure that children are not provided with food that will cause them harm. This is a breach of the requirements of the Early Years foundation Stage. The Manager and staff have an appropriate understanding of their roles towards safeguarding children and child protection. All staff have completed child protection training, ensuring they are clear about procedures to be followed if they have concerns about a child. They understand signs that would alert them to a child at risk and the importance of reporting these swiftly when necessary. They also understand what to do if there is an allegation made against a member of staff. This duty of care is shared with parents and carers through the clear policies and procedures that are in place. All staff hold appropriate paediatric first-aid certificates. The environment is safe and secure, and children's safety and well-being is promoted well most of the time. Staff conduct adequate risk assessments, indoors and outside, to identify and minimise most hazards to children. Appropriate recruitment and induction procedures ensure staff are suitable to work with children and ongoing suitability is reviewed regularly. This includes obtaining information about employment history, qualifications and completing Disclosure and Barring Service checks.

All staff have supervision meetings with a manager at regular intervals and appraisals with the committee. However, a robust system for improving the quality of teaching is not in place. Therefore, staff do not always receive support to make improvements in their teaching practice to promote children's learning consistently and effectively. Staff are appropriately qualified for their roles and the impact of staff qualifications on the quality of the teaching and learning experiences for children is generally positive. Although most staff have a reasonable understanding of promoting children's learning appropriately, the quality of teaching is variable across the pre-school. The manager does, however, monitor the progress of children. This means she does have a clear overview of children's progress in order to target support if necessary. However, due to the inconsistencies in the quality of planning that staff complete, children's individual learning needs are not always included. As a result, children make steady, rather than good progress from their starting points. The manager has completed an action plan to identify the improvements to the pre-school and has involved the staff, parents and children through discussions. This has highlighted training for staff, for example, courses that provide more ideas to teach younger children.

The partnerships with parents are based on good communication. Parents receive a wide range of information, for example, policies, including safeguarding procedures, which are displayed on parents' boards. Parents are asked to contribute to their child's learning journey. As a result, staff gain an understanding of the cultural values of the families who use the pre-school. This helps staff to help parents to continue to support children's learning at home. Parents express their satisfaction with the pre-school and how staff work with them to support children's progress in their care needs, such as toileting and

self-care, as they prepare for the move to school. The manager is aware of the importance of sharing information with other early years providers and works alongside the local authority to make improvements.

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	206878
Local authority	Derbyshire
Inspection number	973333
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	53
Name of provider	Stanley Village Playgroup Committee
Date of previous inspection	01/12/2009
Telephone number	07800 663062

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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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Piccadilly Gate
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