

Holton le Clay Pre-School Group

Holton le Clay Infant School, Church Lane, Holton le Clay, Lincolnshire, DN36 5AQ

Inspection date

17/09/2014

Previous inspection date

11/02/2009

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 2

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

- There are breaches in the welfare requirements for the Early Years Register and the requirements of the Childcare Register because Ofsted has not been kept informed of changes to committee members.
- The registered provider is not fully safeguarding children because evidence of the Disclosure and Barring Service checks for the committee is not available for the inspection, to confirm their suitability to have regular contact with children.
- Daily routines need to be reviewed to provide opportunities to further develop children's independence, for example, by ensuring children are able to help with preparation of snacks and select their own food.

It has the following strengths

- Staff demonstrate a good understanding of child protection. This means they are clear about how to respond, should they be concerned about the welfare of a child in their care.
- The quality of teaching is good and children make good progress, in relation to their starting points, because activities engage their interest and next steps support children's progress across the seven areas of learning.
- There are strong partnerships with parents and well-established links exist with other providers and local schools, to promote continuity in 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 checked evidence of suitability and qualifications of staff working with children and the suitability of committee members.
The inspector looked at documentation, including observations, assessments, planning, systems for tracking children's progress and a sample of other records, including risk assessments and policies and procedures.
- The inspector observed snack time with the children.
- The inspector observed children's activities and staff interaction in the playroom and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ann Hume

Full report

Information about the setting

Holton le Clay Pre-School Group opened in 1984 and is run by a committee. It is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It operates from a classroom within the Holton le Clay Infant School, which is sited just off the main road through the village of Holton le Clay. The pre-school has access to a small playground area for outdoor play. It also has the use of the school hall and enclosed school grounds, including an outdoor learning environment and a small wooded area. The pre-school serves the local area and surrounding villages. There are currently 30 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The pre-school has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. It opens each weekday during school term times, from 8.50am until 11.50am and 12.30pm to 15.30pm. There are seven staff who work with the children on a part-time basis. Five have appropriate early years qualifications at level 3, and two have level 2 qualifications. The pre-school is affiliated to the Pre-School Learning Alliance. There are links with other local early years providers, and close links with the school whose site it shares.

What the setting needs to do to improve further

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

- ensure that all members of the committee, that constitutes the registered governing body, submits to Ofsted the appropriate documentation to check their suitability
- ensure that all records and required documentation are accessible in the pre-school and available for inspection, with particular regard to evidence of Disclosure and Barring Service checks for the committee.

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

- review daily routines to provide more opportunities to develop children's independence, for example, enable them to help with the preparation of snacks and to select their own food.

Inspection judgements

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

The educational programmes provide a good range of interesting and challenging experiences. This is because the staff have a secure knowledge and understanding of the needs of children in the Early Years Foundation Stage and the quality of teaching is consistently good. Children independently and skilfully use the computer and display good fine motor and concentration skills, as they select educational programmes that stimulate and enhance their learning. There is a positive blend of adult-led and child-initiated activities, which are flexible and responsive to children's needs. For example, children enjoy exploring in the outdoor learning environment as they look for cobwebs. Staff show children how to use a magnifying glass and binoculars, which enhances their understanding of simple technology. Children exclaim, 'I found a big one', as they look through the magnifying glass to find the spider that made the web. Children have an area to grow vegetables. Mathematical awareness is enhanced as they excitedly compare the large pumpkin with smaller pumpkins growing in the raised bed. The children touch the pumpkins and the leaves and compare textures. Staff discuss the differences and encourage the children to think about why some of the pumpkins are larger than others. Staff support children to further explore the environment, as they collect leaves and take them inside for discussion at group time. Children are encouraged to use critical thinking skills to identify why some leaves are brown and other are green and explore how the texture changes when they are dry or wet. This extends and consolidates children's learning and understanding of the natural world. The wide range of learning opportunities means that children are acquiring the skills they will need for their future learning, including school.

Staff liaise well with parents during initial settling-in visits to gather information about starting points for children's learning. Parents share information about what children can already do and their likes and dislikes. Children and parents complete an All about me booklet prior to starting at the pre-school. Children cut out and draw pictures to put in it and these complement the parents written comments. Staff use this information as a baseline to assess children's progress and plan activities around their interests. They share information with parents, through daily discussion and regular written development summaries in the children's learning journeys, giving details of children's next steps for learning. This means that parents are provided with information to provide continuity in children's learning. Home-learning links are well established to support children's development. For example, children take home Bertie Bear, and parents document, in a diary, the bear's adventures with their child. This supports children's communication skills, as they explain to their peers what happened when the bear came to stay at their house. The manager monitors children's development and has a clear understanding of when to access early intervention to gain additional support, if required. Consequently, all children make good progress.

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

Children's well-being is not fully protected, as the members of the committee who form the registered governing body, have not completed the necessary suitability checks through Ofsted. There is no record available to confirm that they have current Disclosure and Barring Service checks and, therefore, it is not clear whether they are suitable to work with children. This gives children a false sense of security. Staff follow a range of safety

practices to ensure that children are kept suitably safe. For example, staff complete a daily risk assessment to make sure areas and activities are safe before children arrive. Members of staff closely supervise children and members of the committee do not have unsupervised access to the children. This reduces the impact of the breach of requirements.

Children arrive at playgroup, happily leave their parents and settle quickly. During the admission process, staff gather effective information from parents about children's individual needs. This ensures that when children join the pre-school, key persons are aware of their personal routines and interests. Children have formed secure attachments to the staff and the effective key person system means children's emotional well-being is supported by a familiar adult who knows them well. Children are encouraged to take turns with resources, which helps to promote their social skills, and staff use appropriate praise, which boosts children's self-esteem and confidence. Children learn to be kind and caring and play well together. The staff are calm role models, are polite and encourage children to be well mannered too. For example, staff remind children to say please and thank you. Children learn about keeping themselves safe through discussions with staff and have regular visits from the local community police officer, who discusses road safety with them. Children access resources independently and are becoming confident in making choices about their play. This means they are supported in gaining some personal skills that will help them in their move onto school. Staff regularly share information with other providers, including the link school. This provides continuity in care and learning when children move between provision and on to school.

Children feel a sense of belonging as they self-register. They make friends and benefit from seeing their artwork and photographs of them at play displayed. At snack time children are encouraged to drink milk and water that they pour themselves, fostering their independence skills. However, the snack is prepared by a staff member and is served to the children. This results in missed opportunities to enhance children's independence further. Staff provide opportunities for children to access outdoor play on a daily basis. Children's choices are respected, as they move freely between activities. They are enthusiastic to exercise in the fresh air, riding bicycles and exploring the outdoor learning environment. This enhances their physical development and promotes good health and well-being.

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

The management committee have insufficient knowledge of the safeguarding and welfare requirements. They have not fulfilled the legal requirement to notify Ofsted about significant changes or events. Committee recruitment procedures are inadequate because Ofsted has not been informed of changes to the committee and relevant documentation has not been submitted. Disclosure and Barring Service checks for committee members are not available for inspection to verify their suitability and fully ensure children are safeguarded. As a result, there is no evidence that the current committee members, who make up the registered governing body, have been vetted and checked by Ofsted. This means that the registered provider is not fulfilling its responsibility to fully safeguard

children and that several legal requirements of the Early Years Register and both the voluntary and compulsory parts of the Childcare Register have been breached, which compromises children's safety and welfare. However, the staff team, who work with the children on a daily basis, are aware of their child protection responsibilities. They have attended relevant training and the pre-school has clear policies and procedures, in relation to child protection. This means that the staff are vigilant and know what to do if they have concerns about a child's welfare. All staff have completed the relevant background checks to ensure they are suitable to work with children.

Early intervention strategies enable the pre-school to gain additional support from other professionals for children with special educational needs and/or disabilities. There are particularly strong partnerships with the speech and language service, which provide support and training to staff, to enable them to support children in the development of communication and language skills. There is a particular focus on phonic development, which is an identified area of need in the pre-school self-evaluation, and from the initial assessments and starting points of the current cohort of children. Consequently, this is well targeted training, which benefits the needs of the children who attend. This illustrates that the manager of the pre-school uses self-evaluation to good effect and also monitors and tracks children well, identifying emerging needs and putting in appropriate support to ensure they make good progress.

Effective communication with parents enables staff to provide children with complementary care and learning experiences. Similarly, the manager liaises with shared providers of care and the local school to support children when they move between provisions, such as when they start attending school. Parents spoken to on the day of the inspection say that they are pleased that appropriate challenge is provided to all children and that they feel their children are supported to make good progress across the seven areas of learning. Parents are complimentary about the level of information the pre-school provides regarding their children's care and their 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 Ofsted are informed of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)
- ensure that the registered person, and any person caring for, or in regular contact with, children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)

Register)

- ensure Ofsted are informed of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body. (compulsory part of the Childcare Register)
- ensure that Ofsted are informed of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (voluntary part of the Childcare Register)
- ensure that the registered person, the manager and any person caring for, or in regular contact with, children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	253520
Local authority	Lincolnshire
Inspection number	866754
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Holton le Clay Pre-School Group Committee
Date of previous inspection	11/02/2009
Telephone number	01472 822065

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

