

Byron Green Pre-School

Wrexham Close, Tenants Hall, Hollinwood, Oldham, OL8 4SQ

Inspection date	13/11/2014
Previous inspection date	18/12/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- The activities and experiences that are provided for children do not consistently challenge and extend their learning, particularly the youngest children. Overall, the quality of teaching does not support each child's progress across all areas of learning.
- The environment is not set up in a way that ignites children's interest and motivates them to learn. As a result, children are not supported to access a suitable range of activities and experiences.
- The key-person system is not fully effective. Staff do not tailor children's care to meet their individual needs. Therefore, some children are not supported while they are settling in.
- Children are not always taught to think about the consequences of their actions. This means that children do not learn to keep themselves and others safe.
- Personal information about the children is on display. This means that confidential information may be seen by those, who do not have a right to see it.

It has the following strengths

- Staff demonstrate a suitable awareness of the possible indicators of abuse and know what to do if they have any concerns about 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the pre-school and observed activities in the children's room.
- The inspector held a meeting with the manager and they completed a joint observation.
- The inspector checked evidence of the suitability and the qualifications of staff and some documentation, including the pre-school's policies.
- The inspector looked at children's development files and individual planning documents.
- The inspector talked to parents and looked at completed questionnaires to ensure their views are included.

Inspector

Karen McWilliam

Full report

Information about the setting

Byron Green Pre-School was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in self-contained premises in the Hollinwood area of Oldham and is managed by a private provider. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of whom, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, from 9am until 3pm, term time only. Children attend for a variety of sessions. There are currently 28 children attending, who are 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, who speak English as an additional language and 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:

- ensure that the educational programmes provide challenge for children and extend their learning across all areas of learning, particularly for children aged between two and three years
- use the information about the age and stage of development of each child, in order to plan activities to specifically meet their individual needs
- plan a stimulating environment indoors and outdoors, to reflect children's interests and motivate them to learn
- implement an effective key-person system that tailors each child's care to meet their individual needs and obtain sufficient information from parents to support them, in order to make sure that children are confident and settle-in well
- ensure that children are consistently offered explanations for inappropriate behaviours, so that they learn to think about the consequences of their actions, in order to keep themselves and others safe
- ensure confidential information and records regarding children are only available and accessible to those, who have a right or professional need to see them.

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

- ensure that staff practice is effectively monitored, in order to raise the quality of teaching, so that all children receive a consistently good quality learning experience.

Inspection judgements

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

Staff do not have a good enough understanding of promoting the learning and development of young children. The quality of teaching is satisfactory for the older children and poor for the younger children aged between two and three years. The environment is not set up in a way that encourages children to explore or engage in a wide range of experiences. Furthermore, when older children and staff take part in some activities, the younger children stand by and merely watch or stand alone. Staff obtain children's starting points from parents and routinely monitor the progress, which they make across all areas of learning. They complete the progress check for children between the ages of two and three years. However, this information is not always used to plan

meaningful experiences for children. Therefore, some activities lack challenge. Therefore, children are not supported to make the best possible progress or to acquire the skills needed for school.

Staff involve parents in their child's learning. For example, they send home activity bags. Parents are encouraged to complete observations of their children at home and progress reports are regularly shared with them. Parents are encouraged to look through their own child's individual development file. However, they are also encouraged to look through other children's individual development files that are put on display. Staff have not considered the personal information contained within these files, such as details of any other services that may be involved with the children or information regarding their special educational needs and/or disabilities. This does not ensure that confidentiality is maintained.

Overall, staff merely supervise the youngest children, rather than skilfully interact with them and support their language and communication development. Furthermore, they do not consistently challenge the older children's thinking. For instance, staff do not ask children what is happening to the fruit and milk while it is in the blender. Staff have formed suitable partnerships with professionals and parents of children with special educational needs and/or disabilities and all involved meet regularly and contribute to written support plans. Furthermore, parents are given the resources and picture cards that the staff use, so that they can continue the support at home. This ensures that children with special educational needs and/or disabilities are suitably supported. Staff support children, who are learning to speak English as an additional language. For example, they learn some key words and use picture cards to help children to make their needs known.

Older children have regular phonics sessions and children chalk on the floor outdoors. However, they are not consistently provided with a rich variety of media in which to make marks, such as cornflour. Also, mark-making areas are poorly resourced, which means that children rarely use them. In addition, staff do not ensure resources are accessible to them. For example, the play dough table is left empty throughout the session. Children tip and fill water containers, fit pieces into jigsaw puzzles and some older children use mathematical language in their play. For example, they tell adults that, 'there are two shells in the bucket'. However, staff miss lots of opportunities to support children's mathematical development. For instance, staff match colours for children and do not ask them questions, such as 'How many plates do we need?' Children have daily access to the outdoors where they have opportunities to run and climb. This suitably supports their large muscle development. Older children strengthen their fine motor skills and learn about the world while they dig for mini-beasts, make mud pies and smell the mint that they have grown. However, while this activity interests some of the older children, young children are not involved. Some stand watching with a spade in their hand, some do not interact in any outdoor activities and some merely spend their time outdoors playing on the slide or the playhouse. Therefore, staff do not provide a wide range of good quality experiences that meet the learning and development needs of all children, particularly those aged two to three years.

Children are invited to gradual settling-in sessions and staff also offer home visits. During these initial visits, staff obtain information from parents regarding their children's likes, dislikes, routines and medical and dietary needs. However, the key person is not always effective at tailoring every child's care to meet their individual needs, neither does the system ensure every child has a familiar adult present when they need reassurance. For example, new children that require a lot of support are taken outdoors when their key person stays indoors for a sustained period of time. This results in children standing alone, unsupported. In addition, new children attend long sessions when they are not yet confident. Also, because staff have not had prior discussions with parents to ascertain children's meal preferences. Also, because children have not formed secure attachments with staff, they do not eat during the session. Consequently, staff do not meet the care needs of every child. This does not ensure that all children acquire the skills and confidence for the next stage in their learning.

Staff offer children lots of praise and are always polite and courteous with children. They plan some activities that contribute to children's awareness of keeping themselves safe. For example, professionals are invited into pre-school to talk about road safety and regular evacuation practices means that children know how to proceed in an emergency, such as a fire. However, they consistently fail to offer children explanations for why some behaviours are inappropriate. For example, when children are running around the pre-school and fall over or they lean back on chairs and nearly fall backwards, staff do not offer them any explanation as to why it is not safe. This does not ensure children think about the consequences of their actions. Children are provided with safe and clean resources. However, they are not provided with a suitably stimulating environment. For example, some areas are poorly resourced and some play areas are not set out at all.

Children engage in some activities that suitably support them to gain an awareness of leading an healthy lifestyle. For example, children plant and care for vegetables to gain an awareness of where food comes from. Staff provide information to parents regarding healthy packed lunch boxes but children are not provided with plates to put their sandwiches on. Therefore, children eat directly from the tables. This is not good practice and does not teach children to adopt healthy eating habits. Water and milk are left out for the duration of the sessions. However, the water jug is large and too full for young children to use independently. Also, the milk is provided in large containers that are too heavy and full. As a result, opportunities to promote children's independence are not maximised. Children have daily access to the outdoors where they benefit from some exercise in the fresh air.

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

The leadership and management of the pre-school demonstrates a poor understanding of the safeguarding and welfare requirements. Staff do not understand the importance of ensuring children's privacy and do not keep their personal information confidential. Staff are aware of the safeguarding policy and demonstrate that they know the possible indicators of abuse and what to do if they have any concerns about the welfare of a child.

In addition, staff are all aware of the procedures, which they would follow should there be any allegations about any adults working at the pre-school. Recruitment procedures are robust and ensure all staff that work alongside children, are suitable to do so. Staff complete daily checks and ongoing risk assessments of the premises to ensure they are safe for children to play and explore in. In addition, staff effectively supervise each other and the children. This ensures that children are protected from harm.

Staff demonstrate an inadequate understanding of the learning and development requirements. The manager does not work effectively alongside staff to role model good practice or monitor their underperformance. As a result, the quality of teaching is poor, particularly for the youngest children and does not meet every child's learning needs or styles. Therefore, children do not make good progress across all areas of learning. As a result, several requirements have been breached. Supervisions and appraisals are ineffective because any training needs that are identified, are not addressed with an appropriate programme of professional development. The educational programmes are not successfully monitored by the manager. Therefore, children are provided with experiences that do not effectively challenge and extend their learning and an environment that lacks stimulation. The manager has implemented numerous ways to obtain the views of parents regarding the quality of service they provide. However, self-evaluation is not rigorous enough to prioritise improvements and drive them forward. In addition, the actions and recommendations from the last inspection, have not been addressed. Therefore, activities and experiences still do not meet every child's individual needs and they are still not fully supported in their communication and language development. As a result, they have been raised again at this inspection and this is reflected in the judgement.

Partnerships with parents are positive and they are complimentary about staff. Parents state that staff are friendly and approachable and their children enjoy attending. Comments in questionnaires also indicate that parents are happy. Partnerships with other professionals are established and they provide advice and support for the staff working with children with special educational needs and/or disabilities. Staff demonstrate an adequate understanding of the importance of liaising with teachers when the time arrives for children to move onto school. This ensures that teachers are suitably informed, in order to meet children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	EY439027
Local authority	Oldham
Inspection number	962557
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	28
Name of provider	Claire Louise Jackson
Date of previous inspection	18/12/2013
Telephone number	07979954470

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

