

Slade Lane Neighbourhood Centre

642 Stockport Road, Longsight, Manchester, M13 0RZ

Inspection date	20/11/2014
Previous inspection date	08/02/2011

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

- Staff do not have robust knowledge of the authorities to contact should they have concerns about children's safety or welfare. Consequently, safeguarding practice is not effective and children are at risk.
- The group does not have a robust risk assessment process in place which identifies aspects of the environment that need to be checked on a regular basis and how the risk will be removed or minimised. This means that children's safety is compromised.
- Assessment and the consistent identification of children's next steps in learning are not yet embedded in practice. Therefore, planned activities do not always offer appropriate challenge or promote children's learning effectively.

It has the following strengths

- Secure, positive attachments are in place between children and staff. Consequently children are settled in the group.

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 observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the centre manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Slade Lane Neighbourhood Centre was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a playroom in a detached building in the Longsight area of Manchester. It is a voluntary organisation run by a committee. The group serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs two members of childcare staff. Both members of staff hold appropriate early years qualifications at level 3. The playgroup is open Monday to Friday from 9.15am to 12.15pm and operates on a term-time basis only. The centre also provides an open-access play scheme, which operates during the Easter holiday for two weeks. It also runs from 9.30am until 12noon and from 1pm to 3.30pm for the first three weeks of the summer holidays. There are currently nine children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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 staff are effectively trained to understand the safeguarding policy and the procedures that need to be followed should they be concerned about a the welfare of a child
- take all reasonable steps to ensure that children are not exposed to risks and identify aspects of the environment that need to be checked on a regular basis
- improve knowledge of how to observe and assess children's progress in order to better understand children's individual levels of achievement; identify their interests and learning styles and use this information to accurately plan for the next steps in their learning and development so children make consistently good progress.

Inspection judgements

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

Teaching and learning is inadequate. Staff have a limited understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, current practice does not reflect requirements. Staff undertake observations of children, as they play but this is not consistent and does not identify which developmental stage they are

at. Consequently, children's next steps in learning are not planned for and procedures for assessment are weak. This means that children's progress is not clearly identified, because effective monitoring and tracking is not in place. As a result, any gaps in learning or areas where children may need extra support are not known. Some activities are planned, but these are based on celebrations and events throughout the year rather than on supporting children's developmental needs. This means that challenge for children is insufficient. Teaching is not always targeted to meet their learning needs or maximise potential learning.

Staff talk with children as they play and pose some questions that support learning. For example, children enjoy talking about parts of their body and staff ask questions, such as, 'where are your eyes?' and 'what do your eyes do?' This supports children's emerging language skills. Children independently access a range of resources. For example, children make requests to use the painting easel. Staff encourage children to build their independence skills. For example, they wipe their own nose with a tissue and put their coats on for outdoor play. There are positive interactions between children and staff and staff are quick to attend to children's needs if they become upset. Children's learning and developmental needs are not well supported, as activities do not support children's next steps in their learning. Therefore, learning and teaching does not fully match children's needs. As a consequence, children's preparation for school is limited. This is because children are not helped to equip themselves with the necessary key skills to support their future learning. Children who speak English as an additional language receive some appropriate support, because staff liaise with parents to learn keywords in their home language.

Links with parents are in place and there are some strategies to involve them in their children's care and learning. For example, a designated parents' display board informs parents of current topics. Staff provide daily verbal feedback to parents, so that they are aware of the activities children have undertaken at each session. However, parents have not been invited to contribute to the initial assessment of their child's starting points or of their ongoing development. This means that meaningful information is not shared, so staff do not have relevant information on which to base their planning for purposeful learning and parents are not well supported to guide their children's learning at home.

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

Children are content and settled in the group, which means that positive attachments are in place. There is an effective key-person system in place, which supports children's care needs. Children initiate their own play and help themselves to resources independently. For example, children choose their own crayons to take part in a mark-making activity. Staff observe children and are quick to attend to their needs. For example, when children need to use a tissue to wipe their nose, or need to use the bathroom. Staff are positive role models, they talk with children, sit with them as they eat snack and join in with children's play. There are positive behaviour strategies in place. For example, staff talk with children, as they build up an understanding of how to share resources. Staff regularly praise children, which builds their self-esteem and confidence. Generally, children are supported to develop emotionally, in order to cope appropriately with moves on to other

settings, including school.

Children are building a knowledge of how to manage risks as they carefully learn to use different equipment. For example, children carefully negotiate the steps when using a slide. However, staff show limited understanding of how to identify potential risks in the environment and hazards for children. This places children at risk. Therefore, children's safety is compromised, which impacts on their well-being.

Children learn about healthy lifestyles and spend time outdoors in the fresh air on a daily basis. Children take part in activities that support physical development, such as balancing on beams, and music-and-movement sessions. Staff offer a daily snack, which includes healthy choices. Children are given a choice of water or milk as they eat snack. Staff encourage children to be independent through making choices at snack time and encouraging speech to make their needs known. Secure attachments are in place and children are settled in the group. Staff support children, as they prepare to move to school through reading stories and facilitating discussion. Teachers from local schools are invited into the group to observe children as they play. This allows information about children's needs to be shared amongst carers. Therefore, children receive some appropriate support when preparing to move on to school.

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

The staff have an inadequate knowledge of effective safeguarding procedures. There is a policy and procedures in place but staff do not have a robust knowledge of these. Staff are unaware of the appropriate authorities to contact should they be concerned about a child's well-being. They also have limited knowledge of effective whistle-blowing procedures. Some safeguarding practices are in place; for example, staff open the door individually to all visitors so they are aware of who is on the premises. There is no robust risk assessment process in place, so staff do not identify potential risks for children or take action to minimise these. For example, screws and nails protrude from fencing in the outdoor area and broken resources are stored in the area where children play. This places children at risk. All staff have had appropriate suitability checks completed, including Disclosure and Barring Service checks. This helps to promote children's safety. The group has a low staff turnover but has appropriate selection and recruitment practices in place. For example, inductions, regular staff meetings and supervisions take place.

The staff have a limited knowledge of how to support children in their learning and development. The educational programmes are not effectively monitored to ensure that they meet children's individual needs and promote their learning and development. As a result, children's progress is not consistently good. Staff meet with other providers at local authority network meetings and have visited other providers to develop their knowledge. Staff attend mandatory training, such as, safeguarding and first aid and receive regular support from a local authority advisor to discuss their practice. Some self-evaluative practice is in place. The group are currently taking part in a quality assurance scheme, which is beginning to help them identify areas for development. All actions and recommendations from the previous inspection have been addressed. For example,

parents permission is gained to seek emergency medical advice, self-evaluation systems have been developed and a named person has been appointed who acts as a special educational needs co-ordinator. This shows some capacity for improvement.

Some partnerships are in place. Staff visit other providers to share effective practice. The group receives regular support from a local authority advisor and teachers are invited into the group when children prepare to leave to go to school. Partnerships with parents are adequate and staff speak with parents on a daily basis. However, these partnerships are predominantly based on addressing care needs and do not facilitate the sharing of meaningful, developmental information about children. This is because staff do not observe children consistently, identify next steps in learning, track their progress or undertake development checks. This means that parents are not well-informed about how children are progressing over time or about their individual learning needs. They have limited information about how they can make a positive contribution to their child's learning and development at home.

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 the registered person trains all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the health or safety of children (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the health or safety of children (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	500181
Local authority	Manchester
Inspection number	819297
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	Slade Lane Neighbourhood Centre Committee
Date of previous inspection	08/02/2011
Telephone number	0161 224 1451

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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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