

# Clayton Green Happy Times Pre-school and Playscheme

1 Clayton Green Centre, Centre Drive, Clayton-le-Woods, CHORLEY, Lancashire, PR6 7TL

<b>Inspection date</b>	12/12/2014
Previous inspection date	13/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 provider does not have sufficient knowledge and understanding of the Early Years Foundation Stage to meet their responsibilities. As a result, management is inadequate, roles are not clearly understood and a number of statutory requirements are not met.
- Children's well-being is not always supported well because arrangements for providing first aid are sometimes weak and younger children have fewer opportunities for physical play.
- Management do not ensure staff supervisions are in place to support staff practice and promote the interests of children. They do not monitor assessments of children's learning well enough to ensure all children make good progress.
- Management do not monitor and develop staff practice well enough to ensure children always receive good teaching, which meets their needs.
- Staff do not always make best use of resources, activities and spaces, including the outdoors, to provide enjoyable, challenging experiences for children. This impacts on their progress, enjoyment and sometimes on their behaviour.

### It has the following strengths

- Staff work well with other professionals and parents to support children who need additional support and intervention.

## 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 in the playroom, the leisure centre and on an outing to the library.
- The inspector conducted a joint observation with the acting manager.  
The inspector held meetings with the acting manager of the pre-school and a representative of the provider and spoke to members of staff and children at appropriate opportunities.
- The inspector looked at documents used to support children's learning.  
The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed self-evaluation and improvement plans with the acting manager and the provider's representative.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Sara Edwards

## **Full report**

### **Information about the setting**

Clayton Green Happy Times Pre-school and Playscheme was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of several settings owned and managed by a private organisation with charitable status. It operates from Clayton Green Leisure Centre in Clayton Green in Chorley, Lancashire. The pre-school serves the immediate locality and the surrounding areas. The pre-school opens five days a week from 9am until 3pm, term time only. Children attend for a variety of sessions and are cared for in one playroom. They have access to an enclosed area available for outdoor play. Children also have opportunities to access additional rooms within the leisure centre. There are currently 38 children on roll who are in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently eight staff working directly with the children, seven of whom have an appropriate early years qualification. Six of the staff have appropriate qualifications at level 3. The pre-school receives support from the local authority. The pre-school also offers a holiday playscheme for older children.

### **What the setting needs to do to improve further**

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

- ensure roles and responsibilities are clearly defined and ensure leaders, managers and staff have appropriate knowledge and skills for their roles, for example, by strengthening recruitment and training
- ensure first-aid arrangements take account of the use of the premises and the allocation and identification of first-aid qualified staff, so that a paediatric first aider is always able to respond to emergencies promptly
- ensure all staff who work with children and families, receive effective supervision, which supports, coaches and trains them and promotes the interests of children
- consistently monitor the progress children make, in order to: identify where individual children need extra challenge or additional support; identify where improvements are needed in the educational programme; identify when staff need professional development or support
- strengthen professional development activities to improve the quality of teaching, so that it is consistently good
- improve assessment to provide a clear view of each child's individual learning needs, in order to plan and provide challenging, enjoyable learning experiences, which support them to make best progress
- make better use of resources and spaces, including outdoors, to: consistently provide appropriate and enjoyable challenge for all children; provide younger children with more opportunities for physical activity; provide more opportunities for children to play and learn outdoors
- ensure all legal requirements of the Early Years Foundation Stage are met and the quality of provision is improved, for example, by regularly evaluating the provision, considering the views of staff, parents, children and other professionals and taking effective action as required.

**Inspection judgements**

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

Overall, the provision does not meet the needs of the range of children attending and therefore, is inadequate. However, some aspects of teaching and learning are appropriate.

Staff do not consistently provide good quality teaching tailored to children's individual needs. They generally know how to promote children's learning and broadly know each child's interests and abilities, but they do not always use that information well to provide good development opportunities. When clear, focused activities are identified, staff do not always deliver the plans. Staff do not always provide appropriate challenge for all children, particularly the older and more able children so that they make sufficient progress given their starting points. Staff do not always cover all areas of learning in sufficient breadth and depth. As a result, children do not always enjoy themselves or learn as much as they can. Staff do not always make best use of resources and spaces, including outdoors. This limits some children's enjoyment and learning, particularly those children who learn better outdoors.

Initial and ongoing assessments are not always thorough and are not monitored well enough to give a clear view of the progress each child is making. However, although staff practice is generally weak, it does have some stronger aspects. Staff identify when children are not showing typical development in the prime areas of learning. They access specialist services and work well with other professionals to support children. For example, they work with local children's centre staff to deliver speech and language sessions for children whose speech is delayed. This helps children with special educational needs and/or disabilities, to make progress. Children learn to take part in enjoyable group activities led by adults, because staff include these in their daily routine. They learn to follow instructions and help with activities, such as tidying up, because staff use familiar songs and praise. Children learn to make choices as they select from the range of resources and activities that staff provide for them. Older children learn to run and catch as they play in the sports hall. Children who speak English as an additional language develop their communication skills as they play and sing with their friends. Staff encourage bilingual parents to spend time in the pre-school and they learn a few key words in the children's first language, to improve the support they provide.

Staff work with parents to share information about children's interests and experiences. They use that information to enhance their conversations with them, for example, as they talk to children about their afternoon plans. This helps to develop children's communication skills, particularly for those children whose speech is delayed. Staff complete the progress check for children aged between two and three years and share these with parents so they understand their child's progress.

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

The provision is inadequate because suitable arrangements for first-aid cover are not always in place. Management do not consider first-aid cover when allocating staff to take children to use other areas of the leisure centre and staff do not know whom the currently qualified first aiders are. Consequently, staff cannot always ensure that any emergencies are responded to quickly by a qualified paediatric first aider. Staff supervise children well and there is always someone present with some first-aid knowledge, but this failure presents a risk to children's welfare. Resources are appropriate and accessible to children and the pre-school is a welcoming environment, which children generally enjoy. However,

staff do not always make best use of the resources and spaces to provide enjoyable challenge for all children, so they do not always enjoy their time. Staff generally make good use of the other facilities available in the leisure centre, particularly for older children, so that they enjoy physical exercise and activities in large spaces indoors. This helps them to develop healthy habits for life. However, sometimes the younger children have fewer opportunities for exercise. This does not promote their health as well and sometimes results in disruptive play because they have not had opportunities for energetic movement. Children generally learn to move around their environment safely, because staff give them appropriate reminders and supervise them well, for example, as they use the stairs.

Children have good relationships with the members of staff. Staff show that they care about children through their actions and conversations, which supports children's developing self-esteem and self-confidence. Children show that they feel safe and secure in their care, for example, as younger children snuggle in for cuddles with staff when they are tired. Staff are good role models who use a range of different methods to support children's behaviour. For example, they sing songs to help children learn routines and to help them wait for each other as they move between activities. Consequently, children generally behave well and have fun. Staff use a key-person system, which helps parents share information and contributes to children's emotional well-being. They encourage parents to share information to ensure children's individual care needs are understood and met.

Children generally settle well when they move to the setting. Staff arrange to work with bilingual parent helpers to translate for young children who speak English as an additional language, and, when this is done, children settle well. Staff help children as they prepare to move on to school. They talk about school, practice getting changed for physical activities, provide uniforms for dressing up and develop their confidence, social skills and friendship groups. Staff develop children's independence skills, for example, as children learn to put their coats on or use the toilet independently. All of these activities help children with the practical and emotional skills to move on to school.

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

The leadership and management of the setting are inadequate. The provider has insufficient knowledge and understanding to meet their responsibilities in delivering the Early Years Foundation Stage. Consequently, they have failed to provide adequate oversight and management, which has resulted in weaknesses in the provision for children and breaches of the requirements. The leadership and management team have had a succession of changes in the last year and the provider has failed to inform Ofsted of changes to the nominated individual and the manager. This is also a breach of the requirements of the Childcare Register. The provider's representative demonstrates that they have recently realised the impact of their lack of early years knowledge and have identified reasonable initial solutions, which include accessing more support from the local authority. Where management are failing to meet legal requirements, there is a negative

impact on children's well-being. For example, children are potentially at risk of harm because of the weaknesses in the arrangements for providing first aid. However, staff demonstrate that they know how to identify signs and symptoms of neglect or abuse. They know what to do if they have concerns about a child's well-being or if they had any concerns about adults working with children in the setting. The provider undertakes required suitability checks for all adults working with children. Staff supervise children well on outings and maintain appropriate records, for example, in relation to attendance, and medicines administered. These activities help to protect children from harm.

Management's monitoring of teaching and learning in the setting is weak. They do not monitor children's progress or the quality of teaching well enough to consistently identify where change or additional support is required. Management do not provide staff with supervision opportunities to discuss and promote the needs of the children and identify improvements in practice. They do not provide good quality professional development to improve the quality of teaching. As a result, teaching is variable with some weak aspects and so children do not make best progress. The manager sometimes assigns roles without providing appropriate training first. Consequently, there can be confusion amongst staff regarding responsibilities and staff do not always have the knowledge and skills required for their role. Staff demonstrate that they are keen to develop their skills and welcome constructive feedback. They explain how their understanding and confidence has begun to improve because of recent input from a local authority advisor. Since starting at the pre-school, the manager has made lots of changes to try and improve the provision. Some of these changes have had a positive impact on children and, for example, staff and parents speak of the benefit of routines. However, the views of parents, children, staff and other professionals have not always been fully considered and changes have not always been appropriate, effective or targeted well. Management do not currently have a clear understanding of the strengths and weaknesses of the pre-school and do not have a clear, focused plan to successfully improve the quality of the provision for children.

Staff work well with a range of other professionals to support those children who need additional support and intervention. These include speech and language services, physiotherapists and portage. Parents and carers speak very highly of the support staff provide in getting children the help they need. Staff also work closely with staff from the local children's centre and have good links in the community, such as with the library staff. Parents and carers expressed a range of views about the pre-school, which were mainly positive, but many of them also had suggestions for improvement.

### 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:**

- inform Ofsted of the appointment of a new manager of childcare and changes to the nominated person of a childcare provision (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare and changes to the nominated person of a childcare provision (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

<b>Unique reference number</b>	309870
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	962660
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Active Nation UK Ltd
<b>Date of previous inspection</b>	13/01/2014
<b>Telephone number</b>	01257 515050

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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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