

Gobowen All Rounders Childcare

Sure Start Cherry Tree Centre, School Lane, GOBOWEN, Shropshire, SY11 3LD

Inspection date	14/01/2015
Previous inspection date	16/12/2009

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		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

- Managers and staff do not have a secure understanding of safeguarding policies and procedures. In particular, they are not aware of the action to take if an allegation is made against a member of staff. Consequently, children's safety is compromised.
- The quality of teaching is weak. Staff do not demonstrate an appropriate knowledge and understanding of the learning and development requirements. Observations and assessments of children's progress are not accurate, frequent enough or monitored effectively. As a result, children do not make good progress in their learning.
- The progress check for children aged between two and three years is not completed well enough or in a timely manner to be shared with parents and other professionals, so that children who need it receive prompt support from outside agencies.
- Staff are not deployed well. They are often not in the rooms where their key children are based, and therefore, are not able to provide children with emotional support at all times. This also has a negative impact on children's learning and development.
- Children's behaviour is not always managed effectively by staff. This is because staff are occupied with routine tasks and fail to notice children's actions and because not all staff address unwanted behaviour appropriately. Consequently, children's safety and well-being are not consistently promoted.

It has the following strengths

- The resources provide children with sufficient interest and stimulation.

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 play and learning activities in the indoor and outdoor environment and spoke to staff and children at appropriate times.
- The inspector carried out a meeting with management, they looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information and discussed these with their key persons.
- The inspector carried out a joint observation with the acting manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kerry Wallace

Full report

Information about the setting

Gobowen All Rounders Childcare was registered in 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee. The pre-school operates from two main rooms in a Sure Start building, in the grounds of Gobowen Primary School, near Oswestry. Children have access to an enclosed outdoor play area. The pre-school serves the local area and is accessible to all children. The pre-school employs nine members of childcare staff, who all hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday, during term time only, from 8.30am until 3pm. Children attend for a variety of sessions. There are currently 62 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:

- update the safeguarding policy, to include an explanation of the action to be taken in the event of an allegation being made against a member of staff and ensure all staff are knowledgeable and confident to follow this procedure
- raise the quality of teaching by ensuring all staff have a sound knowledge and understanding of the learning and development requirements, and are undertaking regular, accurate and meaningful observations and assessments of children to inform the planning of activities
- ensure there is an effective system in place to supervise and coach staff so they are supported in developing their skills and any areas of weak practice are addressed to improve the quality of care and learning for all children
- ensure the progress check for children between the ages of two and three years is completed accurately and in a timely manner, and shared with parents and other professionals to help identify gaps in children's learning and obtain targeted support
- deploy staff effectively to meet the needs of all children and ensure their safety at all times
- ensure that staff manage children's behaviour in an appropriate way and give clear and consistent guidance to children.

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

The quality of teaching is variable across the pre-school, meaning that not all children make good enough progress. This is because some staff have a poor knowledge and understanding of the learning and development requirements. For example, staff observe children's progress but do not always correctly identify appropriate next steps in learning. Some staff have unrealistic expectations of the children and, consequently, some activities are not well matched to their needs. Assessments of children's progress are not completed regularly enough. As a result, children who have emerging gaps in their development are not supported well. The progress check for children aged between two and three years is not used effectively. Staff do not take into account their knowledge of children with identified delays in their learning and use this check to enable children to receive additional support from outside agencies in a timely manner. Consequently, there are occasions when some children do not make adequate progress and sometimes fall behind

their expected levels of development.

Children with special educational needs and/or disabilities and those who speak English as an additional language are offered some appropriate support, through discussions with parents and individual learning sessions. For example, staff sit with them and discuss how to sequence numbers, to develop their early mathematical skills. Children are provided with a range of adult-led and child-initiated experiences that provide them with a suitable amount of stimulation and interest. However, activities are not always linked to children's next steps in learning, to enable identified gaps to be targeted. Children have opportunities to engage with computers to develop their awareness and understanding of technology. Some aspects of children's daily routines promote children's learning, such as circle time. Staff encourage children to listen to others and take turns in speaking, allowing children to express their opinions and become critical thinkers. However, there are other times when staff do not maximise learning experiences. For example, during snack time there is little conversation or interaction between staff and the children. Overall, the quality of teaching is inconsistent and some children are not acquiring the basic skills and attributes required for their next stage of learning, such as school.

Staff make some attempts to work with parents to support children's learning. For example, they encourage parents to share information about their children's achievements at home. Parents supply information about their children on an All about me form when they first attend the pre-school. This lists children's interests and preferences so that staff are aware of their likes and dislikes. Parents are encouraged to view their children's learning records and discuss any concerns with staff. Staff produce regular newsletters to inform parents of changes to the pre-school. They have started to send home booklets, containing details of current songs and themes, to help support children's learning at home.

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

The deployment of staff is not effective in meeting the needs of children. Staff are not deployed well enough to ensure that children's behaviour is closely monitored. This often leads to children displaying poor behaviour towards others, which goes unnoticed by staff. This is mainly during child-initiated play when staff are pre-occupied with tidying away other resources. For example, children slap each other, use toys and equipment to hit out at other children and snatch toys from one another. On occasions, even when staff do notice, some children are able to continue with this behaviour without being reprimanded, putting the safety of others at risk. This means that children's behaviour is not managed effectively. Consequently, children's well-being is compromised in the pre-school.

The key-person system is also not fully effective as a result of poor deployment. This is because recent changes in staffing and an increase in the number of children attending, has resulted in changes to the organisation of groups. This means that staff do not always spend enough quality time with their key children, as they are deployed with other groups in separate rooms. This means that on occasions, children are not well supported by a familiar adult. This also has an impact on children's learning and development as some staff do not know children's next steps in their learning.

Children have access to a wide range of resources in the indoor and outside area. They have regular opportunities to engage in physical exercise and to enjoy the benefits of being outside. Children independently put on their own hats and coats and staff ensure they are appropriately dressed for the cold weather. Staff check the outdoor area is safe for children to use and remind children to be careful when walking on frosty surfaces. This means they begin to assess risks in their environment and are able to manage their own safety. Children enjoy being outside and investigate and explore using their senses, as they scrape up snow and form small balls. Staff promote children's hygiene practices as they remind children to wash their hands before eating and after using the toilet. Snack times are a very social occasion for children. They hurry to the table and help themselves to crumpets and fresh fruit. However, staff interactions during this time do not promote children's learning. For example, staff do not always encourage children's independence or self-help skills, through pouring their own drinks or becoming responsible for putting their cups in the washing-up bowl. They do not promote children's communication and language skills during this time, for example, they offer children snack on a plate but do not engage in any conversation. In comparison, however, snack time with the toddler group is organised by the acting manager and is more structured. This enables staff to build on learning opportunities with children, such as counting plates to support early mathematics and encouraging children to be responsible for preparing snack. This further highlights the variable practice in the pre-school.

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

Managers have a poor knowledge and understanding of how to effectively safeguard children. For example, they are unsure about the action to take if an allegation is made against them or a member of staff. They are not aware about who would investigate any concerns and are not secure in their knowledge and understanding of the role of the Local Area Designated Officer for safeguarding. In addition, the safeguarding policy does not give clear guidelines on the procedure to follow in the event of allegations, so that staff are correctly informed. This is a breach of requirements relating to the Early Years Register and both parts of the Childcare Register. As a result, children's overall safety and well-being are compromised.

All staff have current Disclosure and Barring Service checks in place, confirming that they are suitable to work with children. The environment is regularly checked so that it is safe and suitable for children. There has been a change of management recently and an increased number of children, which has led to increased workloads for staff. As a result, the quality of care and learning has fallen. Staff are not always deployed in the same rooms as their key children and have not ensured that their key children's development has continued to be monitored. In particular, there has been little action taken to support children with identified gaps in their learning, which has led to some children not making progress in their development. Management have not overseen staff practice to identify areas of concern and ensure that action is taken. Consequently, children are not well supported and some do not make adequate progress in their learning. The quality of teaching throughout the pre-school is also variable. This is because there is not a robust

system in place to supervise and coach staff in their roles.

The previous inspection recommendation, to improve the layout of the outdoor area, has been fully addressed. As a result, children are now provided with a well-organised outdoor area. Systems to evaluate the pre-school overall are in place. However these are ineffective as key weaknesses, such as poor staff deployment, failure to address behavioural issues and weak monitoring of children's progress have not been identified as areas for improvement. Partnerships with parents are established and parents comment that staff have been very supportive in helping them deal with childcare issues. There are sound relationships in place with the host school. This enables the pre-school staff to support children as they move on to their next stage in learning. For example, children have opportunities to spend time with the reception age children. Staff know how to liaise with outside agencies to support children with special educational needs and/or disabilities and know to discuss these arrangements with parents so they are kept well informed. However, staff do not always seek the help of professionals in a timely manner, to provide children with identified gaps in their learning with the additional support they need. This means that children do not receive early intervention and as a result, fall behind.

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:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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	EY236029
Local authority	Shropshire
Inspection number	870024
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	62
Name of provider	Gobowen Pre School Committee
Date of previous inspection	16/12/2009
Telephone number	01691 653147

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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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