

Queniborough Pre-School Partnership



Queniborough Village Hall, Rearsby Road, LEICESTER, Leicestershire, LE7 3DH

Inspection date 2 February 2015
 Previous inspection date 8 June 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Children are not effectively safeguarded. The provider has failed to ensure that all committee members have gone through the required checks with Ofsted to ensure they are suitable.
- The provider has not nominated a named deputy who is capable and qualified to take charge of the pre-school in the absence of the manager.
- The provider has failed to ensure that staff are clear about the need to disclose any changes in their circumstances.
- Assessment systems are not consistently implemented to enable staff to plan targeted, purposeful and challenging activities across all areas of learning. This prevents individual children from making at least good progress.
- Staff do not always encourage children to make full use of the outdoor area.
- Staff are not always considering the needs of younger children during some planned activities, such as self-registration or when exploring numbers and letters.

It has the following strengths

- Partnerships with parents are positive, which ensures children's individual care needs are met. They confirm that that their children enjoy attending.
- Children are happy, confident and enjoy playing with their resources, each other and staff.

What the setting needs to do to improve further

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

- ensure that effective systems are in place to confirm that committee members, and any other person who is likely to have regular contact with children are suitable, this particularly relates to the supply of documents to enable Ofsted to conduct relevant checks
- ensure there is a named deputy who is able to take charge in the absence of the manager
- ensure staff are asked to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children, either before or during employment
- improve the methods for assessment to ensure that planning for individual children offers targeted, purposeful and challenging play and activities across all areas of learning.

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

- increase opportunities for all children to explore the outdoor area, in order to extend and build on their play and ideas
- improve teaching and younger children's progress by building on those activities which promote children's skills in number and letter recognition to ensure that the individual needs of every child is considered during planned activities, with particular regard to self-registration and the number of the day.

Inspection activities

- The inspectors observed children and staff during activities indoors and outdoors.
- The inspectors toured the premises with the manager.
- The inspectors met with one of the committee members and the manager, and looked at children's development records. She looked at evidence of suitability and qualifications of staff working in the pre-school and a range of policies and procedures.
- The inspectors spoke with the manager and staff at appropriate times throughout the inspection.
- The inspectors spoke with three parents during the inspection.

Inspector

Alex Brouder

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children have free access to a suitable range of toys and resources that help them develop independence. Children initiate their own role play and pretend that they are building a house to live in. This develops as they move into the doctor's role play and take care of each other, using the props to support this. A range of activities helps them develop their reading and writing skills ready for starting school. They begin to make marks in a variety of ways. For example, as they make notes on clipboards and use the chunky chinks on the outside wall. Staff do not address the needs of every child during planned activities, for example, during letter and number recognition in circle time. This is because they do not consider the varied ages and abilities of individual children. Staff make observations on children, using tablets and notes, but are not consistently assessing the information gathered to target children's learning. Some activities offered to children can be mundane and not provide them with challenging and purposeful play opportunities. As a result, not all children make good progress and some children quickly lose interest.

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

Procedures to ensure staff's continued suitability are not in place to assure children's welfare. Children form secure attachments with staff, which ensures they are confident, and have an appropriate sense of emotional well-being. Staff create a welcoming and friendly atmosphere. Staff support children to develop their growing independence in preparation for school. For example, children know to use hand wipes before snack and independently use tissues to clean their nose. Healthy snacks are offered, such as fruit and crackers. Children behave well and develop an understanding of acceptable behaviour through appropriate role modelling and discussion. For example, children apologise to one another when accidentally bumping into each other. Staff praise children for even minor achievements, promoting their confidence and self-esteem. Children have open access to the outdoor area in which they ride and push wheeled toys and climb larger play equipment. However, this is not always planned effectively by staff, to encourage every child to build on their play and ideas.

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

Leadership and management are ineffective. Some members of the committee have a lack of understanding regarding their roles and responsibilities. They have failed to provide Ofsted with information on their newest committee members. They have also not provided Ofsted with additional information when requested in order to complete suitability checks. In addition, there is no one who is named to take on the role of deputy manager. As a result, there are a number of breaches in the welfare requirements. Appropriate procedures are in place to ensure the safe recruitment of staff working directly with the children. Induction procedures for staff are followed consistently. However, staff are not informed of the need to disclose any changes in circumstances, to ensure they remain suitable to care for children. Thorough daily risk assessments are used to identify and

minimise hazards. Staff working with children have a good understanding of child protection procedures, which helps to protect children from potential harm. Systems for evaluating what is working and what needs improvement are developing. Managers ensure that parents and staff have are able to contribute to this, allowing all those who use the pre-school to contribute to change.

Setting details

Unique reference number	226290
Local authority	Leicestershire
Inspection number	818322
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	37
Name of provider	Queniborough Pre-School Partnership Committee
Date of previous inspection	8 June 2011
Telephone number	07743243325

Queniborough Pre-School Partnership was registered in 1997 and is committee run. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term-time only. Sessions are from 9am until 12 noon, with an optional lunch club until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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