

Princetown Pre-School

Princetown Village Centre, Tavistock Road, Princetown, Devon, PL20 6QE

Inspection date	08/12/2014
Previous inspection date	10/11/2009

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

- There are no procedures for staff to disclose any changes to their suitability to care for children. This compromises children's welfare.
- Planning and assessment procedures are weak. Staff do not assess children's learning needs accurately to plan activities that target children's next steps. Consequently, the educational programmes do not promote children's learning and individual needs. As a result, children do not progress well through the Early Years Foundation Stage.
- Staff give children conflicting messages about leading healthy lifestyles by eating unhealthy food and drink in front of children during mealtimes.
- Staff use ineffective procedures to prevent the spread of infection when children are unwell, which compromises children's good health.
- Self-evaluation is weak because management does not identify the provision's significant weaknesses due to the poor evaluation methods.

It has the following strengths

- Staff allow children to decide when to play outdoors.

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 children engaged in activities outdoors and inside.
- The inspector listened to and considered the views of parents as part of the inspection.
- The inspector sampled documentation relevant to children's learning and development.
- The inspector conducted a joint observation with the manager of children engaged in an adult-organised activity.
- The inspector held meetings with the manager and the nominated person.

Inspector

Tristine Hardwick

Full report

Information about the setting

Princetown Pre-School registered in 2009 at its current location in Princetown, Devon. The pre-school has its own premises within a community centre, consisting of a playroom and enclosed garden. The pre-school operates Monday to Friday from 9am to 3pm and includes a lunch club. There are currently 29 children on roll, 17 of whom are in the early years age range. The pre-school offers the provision of free early education to children aged two, three, and four years. The pre-school also offers wrap-around provision for children before and after school, from 8am until 9am and from 3pm until 5pm. The pre-school has children with special educational needs and/or disabilities attending. The pre-school is run by a committee of volunteers who employ four members of staff. All hold relevant early years qualifications to at least level 3. The manager holds qualified teacher status. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- follow robust recruitment and vetting procedures to ensure that all staff remain suitable for their roles
- plan activities that target children's specific individual learning needs
- provide interesting and challenging experiences that offer purposeful play through an appropriate mix of adult-led and child-initiated activities that focus on children's next steps in learning
- improve assessment procedures to check children's progress is adequate and highlight their interests in order to understand what children need to learn next and identify any developmental gaps
- improve the educational programme for physical development by providing children with clear messages and role models with regards to eating healthy foods and drinks
- ensure staff take necessary steps to prevent the spread of infection when children are unwell with regards to children's personal health and care needs when they have colds.

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

- develop robust self-evaluation processes to identify weaknesses accurately and set targets which address areas for improvement.

Inspection judgements

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

Planning and assessment procedures are ineffective. This is because staff do not plan suitable activities based on children's learning needs that help children to progress. Assessments are infrequent. This means staff cannot ensure they organise activities which appeal to children's interests, meet their changing developmental needs and build upon existing abilities. For example, staff make one random observation of children in a twelve-week period, which is of poor quality. This is because they do not relate this observation to other areas of learning or set suitable next-step plans from it to support children's development. Furthermore, it does not contribute to establishing an overview of children's

abilities, which means staff cannot be certain of how children progress. As a result, staff do not prepare children for their next stage in learning or going to school. Similarly, children who have been identified as having special educational needs or disabilities do not receive the appropriate support. This is because staff do not complete regular assessments of their progress or involve them in organised activities which would help them to achieve. The manager completes the progress check for two-year-old children, which she shares with parents. Parents attend twelve-weekly review meetings where they discuss their children's progress. Together with staff, they set one target for their children to achieve during the next twelve weeks. However, the learning goals are unrealistic because they do not match children's needs and learning requirements.

Staff set up a range of activities ready for when children arrive. This means children have some opportunity to develop skills, such as cutting and gluing or painting. However, staff do not organise group activities to meet the needs of the children. This means some children do not concentrate well and are easily distracted because they quickly lose interest. For example, during an organised letters and sounds time, children did not engage because the activities did not appeal to their stage of learning. Some wandered off and others were distracted with other equipment. As a result, children do not learn essential concentration skills which will help them focus on more complex learning activities when they move onto school.

The teaching standard is poor. Staff do not use a range of skills that help children to engage, extend children's thinking or help to progress their ideas further. For example, when children dig in the sand pit, staff do not extend the activity by adding a range of resources to help stimulate interest, such as digging for treasure or adding water to investigate how the sand reacts. Neither do they attempt to introduce new language to help support children's communication skills. These weaknesses slow children's progress.

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

There are ineffective procedures to ensure staff's ongoing suitability to care for children. For example, there is no system in place for staff to disclose any changes to their suitability to work with children. This means the provider cannot confirm the continued and ongoing suitability of staff. This compromises children's welfare.

Children appear happy and some engage in the activities provided. A few children particularly enjoy the easy access to the secure outdoor area. They develop some sense of belonging because staff display their artwork on the walls. Some children look through photographs of themselves and their friends at the pre-school to help them feel secure in their surroundings.

Staff are not positive role models. The provider does not provide clear procedures for staff during meal times, and as a result, they sit with children and eat unhealthy food and drinks. This does not positively influence children to make healthy choices, but provides conflicting messages to children about what is healthy.

There are ineffective procedures to manage children who are unwell. Staff do not take

steps to minimise the spread of infection, because they do not support or teach children to wipe their noses, dispose of tissues appropriately and wash hands to prevent germs from spreading. As a result, germs potentially spread easily, especially when children with colds drink from several different water bottles throughout the day from which other children also drink.

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

Self-evaluation procedures are ineffective. There has been some attempt to identify strengths and areas for development within the pre-school. However, the provider does not help the manager to gain a clear understanding of how to help the pre-school progress and implement changes to improve outcomes for children. This results in many breaches to the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. The pre-school does not meet the requirements of the compulsory and voluntary parts of the Childcare Register. This is due to inadequate recruitment and vetting procedures, a lack of supervision of unchecked staff and no procedures to check staff's ongoing suitability. These failures compromise children's welfare. Staff and the manager have a suitable understanding of the procedures to follow should they have a child protection concern about a child. All staff have a first-aid certificate, meaning they are able to assist children in the event of a minor accident.

The manager conducts monthly supervision meetings with staff but does not sufficiently focus on improving teaching standards. This means children take part in activities which are either too challenging or mundane. As a result, children do not make appropriate progress. Staff attend some training, for example in safeguarding and first aid; however, training is ineffective and not targeted to address weak areas of practice to improve outcomes for children. The procedures to support children's learning and development are unsuccessful. This is because staff set unrealistic learning targets for each child, which means they cannot identify whether children make reasonable achievements. Their monthly observation of children is insufficient and does not influence development plans. This results in a weak educational programme. This is because staff do not highlight children's strengths or other areas of learning which may need further support. Consequently, assessments of children's progress are ineffective.

There are appropriate partnerships with parents to share with them their children's learning at the pre-school. Staff help children when they move to the local school by liaising with the teachers and attending some school festivals. This helps to familiarise children with the school and staff, preparing them for the next stage of their development.

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 no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who works on the premises where childcare is provided (including on a voluntary basis): is suitable to work with children which, must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register).
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register)
- ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who works on the premises where childcare is provided (including on a voluntary basis): is suitable to work with children which, must include obtaining an enhanced Disclosure and Barring Service check (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	EY394967
Local authority	Devon
Inspection number	830621
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	29
Name of provider	Princetown Pre School Playgroup Committee
Date of previous inspection	10/11/2009
Telephone number	01822 890 348

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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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