

# Woolstone Pre-school Playgroup

Woolstone Community Centre, Mill Lane, Woolstone, Milton Keynes,  
Buckinghamshire, MK15 0AJ



## Inspection date

5 May 2015

Previous inspection date

12 March 2010

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Children's safety is compromised because the provider has failed to ensure that all staff and committee members are suitably vetted.
- Ofsted has not been notified of changes to the committee and manager, as required. On this occasion Ofsted does not intend to take further action.
- Staff fail to take account of the different ages and abilities of children when planning group activities. As a result, not all children engage in the planned activities and children do not receive appropriate levels of support or challenge to help them make adequate progress in their learning. The key-person system does not ensure that all children's individual needs are met.
- The staff do not do enough to show that children's different cultures are valued and to help children to learn about diversity. This weakness was highlighted at the last inspection but staff have not taken action to improve this aspect of the provision.
- The manager fails to monitor teaching practice effectively. Arrangements to supervise and coach staff are weak. As a result, the weaknesses in teaching are overlooked.
- Records to demonstrate the checks completed to assess the suitability of staff are not kept on the premises and were, therefore, unavailable for inspection, as required.
- While staff use hand gel to cleanse children's hands before eating, they do not teach children the benefits of washing their hands and help them to follow good hygiene routines that promote their independence.

### **It has the following strengths**

- Children can choose to play indoors or outdoors and move confidently between the play spaces. Overall, the range of resources provides children with choice in their play.

## What the setting needs to do to improve further

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

- ensure educational programmes differentiate between different age groups and abilities, so that all children have opportunities to gain from group activities
- provide good opportunities for children to learn about their own and other's cultures, for example, by providing objects that are familiar to the children in the home corner
- make sure the key-person system effectively works to meet the needs of individual children, by tailoring care so that children are able to make progress in their learning and are supported in their personal, social and emotional development
- monitor the quality of teaching, to help identify where staff need training or support to improve their teaching skills, so as to improve outcomes for children
- make sure that information is recorded about staff/ committee members' qualifications, identity checks, and vetting processes that have been completed (including the Disclosure and Barring Service reference number, the date a disclosure was obtained and details of who obtained it)
- make sure that suitability checks are completed for all staff and committee members.

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

- increase children's awareness of the importance of good hygiene by, for example, promoting hand-washing routines.

## Inspection activities

- The inspector observed children's play and learning throughout the day.
- The inspector sampled a range of documentation, including development records and key policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector took account of parents' views through discussions and through comments made within children's records.
- The inspector took account of the setting's self-evaluation.

## Inspector

Carolyn Hasler

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

Children do not all receive enough support to aid their learning and development. Staff are generally aware of children's individual abilities. However, they do not take account of this when planning activities and during the course of the session. Some children get very little support from staff because staff engage only briefly with them. As a result, some children do not settle at activities or play purposefully. Large group activities are not well planned. The quality of teaching is varied. When staff engage with children they promote children's communication and language skills and some staff use picture timetables and visual aids to support children's communication. However, this does not help those who receive only limited staff attention. Staff provide a range of activities to support children's physical development. Children learn to use scissors, and to handle paint brushes, pens and pencils. They have opportunities to climb and jump building their muscle strength.

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

The key-person system fails to ensure that every child receives sufficient attention. The lack of support from their key person means children's personal needs, emotional well-being and social skills are not being met. As a result, children are not gaining all the skills they need to manage change or move on to school. Generally, most children learn to share, manage their behaviour and play safely. The environment and resources offer some variety for children's play. However, the home corner does not reflect children's diverse backgrounds. Children gain some independence skills and see some good hygiene practice.

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

The provider does not work effectively with the manager to monitor practice within the setting. As a result, the weaknesses in teaching and the quality of children's care go unnoticed. The manager does not use supervision and coaching to help improve practice. Staff are not given training opportunities to improve their knowledge and skills. The manager and staff have a good understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. However, the leadership team has failed to keep Ofsted informed of changes within key posts including committee members. It is a requirement to do so but on this occasion Ofsted does not intend to take further action. Some information related to suitability checks on staff was unavailable for inspection so the provider was unable to demonstrate robust recruitment arrangements.

## Setting details

<b>Unique reference number</b>	141892
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	841505
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Woolstone Pre-school Committee
<b>Date of previous inspection</b>	12 March 2010
<b>Telephone number</b>	01908 692476

Woolstone Pre-School Playgroup is run by a committee of volunteers and registered in 2001. It operates from a community building in Woolstone, Milton Keynes. The pre-school provides funded early education for two-, three- and four-year-olds. The opening hours each morning are between 9.15am and 11.45am. On Mondays and Wednesdays the setting runs a lunch club, extending hours until 2.45pm. On Tuesdays and Thursdays the lunch club runs until 1pm. There is no lunch club on Fridays. They operate term time only. There are seven members of staff of whom five hold early years qualifications at level 3 and one at level 2.

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