

# Edenfield Village Pre-School



The Community Centre, Exchange Street, Edenfield, Bury, Lancashire, BL0 0QH

<b>Inspection date</b>	4 November 2015
Previous inspection date	4 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The registered provider has failed to ensure that actions set at the previous inspection have been addressed. As a result, Ofsted have still not been notified of changes to the nominated person and new committee members and they have not supplied the relevant forms for Ofsted to carry out checks to determine their suitability.
- Staff do not carefully consider where to store potentially sensitive or confidential information. Children's learning journeys are stored in a public area and other users of building have access to them.
- Staff do not demonstrate that they have high expectations of children's behaviour. Their approach when dealing with unwanted behaviour is inconsistent and ineffective.
- Risk assessment is weak. Staff do not always ensure the front door is locked, especially during drop off times. In addition, there are hazards to children in the environment that have not be identified or minimised.
- Staff do not consider how to limit cross-contamination during hygiene procedures, such as nappy changing. They do not wear protective clothing, routinely wash their hands or clean the changing mat after each child.
- Group activities are not planned to take account of all children's abilities. Staff often stand back and supervise children without interacting or becoming involved in their play, missing opportunities to extend children's thinking and learning.

### It has the following strengths

- Children are confident while at the setting and ask the practitioners for help if needed.

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

**The provision is inadequate and Ofsted intends to take enforcement action**

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
■ ensure that Ofsted are notified of any changes to the committee members or nominated person to enable the necessary suitability checks to be carried out in a timely manner	30/11/2015
■ ensure confidential information about children is stored securely so that other users of the building do not have access to it	30/11/2015
■ establish effective and consistent procedures to manage unwanted behaviour, develop children's understanding of what is acceptable behaviour and teach them to have respect for others	30/11/2015
■ ensure the premises is secure so that children cannot leave unsupervised and no unauthorised persons can enter	30/11/2015
■ ensure hygiene practices limit the risk of cross-contamination and infection especially during nappy changing times and through the provision of adequate handwashing facilities	30/11/2015
■ ensure children are not exposed to risks by removing or minimising all hazards, with particular regard to trailing cables.	30/11/2015

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

	<b>Due Date</b>
■ improve frequency and quality of adult interactions to extend and challenge children's learning	04/12/2015
■ improve planning to ensure the individual needs of all children are met, particularly where children have an identified delay in their development	04/12/2015
■ ensure children are unable to leave the premises without a person who is caring for children on those premises becoming aware (compulsory part of the Childcare Register)	30/11/2015
■ ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)	30/11/2015
■ ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory and voluntary parts of the Childcare Register)	30/11/2015

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory and voluntary parts of the Childcare Register) 30/11/2015
- inform Ofsted of changes to the nominated person of a childcare provision (compulsory and voluntary parts of the Childcare Register) 30/11/2015
- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory and voluntary parts of the Childcare Register). 30/11/2015

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

### Inspector

Estelle Noblett

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

While the pre-school's policy states that all changes will be notified to Ofsted within five working days the provider has failed to follow this procedure. Staff have not given enough thought to the appropriate storage of confidential information. The pre-school operates from a community centre and children's records are stored in a public area and other users of the building have access to them. Staff have a good understanding of child protection issues and know what to do if they have concerns regarding a child. However, arrangements for safeguarding are ineffective. The setting does not ensure that the front door is kept locked at busy times, such as when children are arriving, and there is a risk of children leaving without an appropriate adult. In addition, there is the potential risk that a person could enter the building without permission. Risk assessment is poor. Hazards such as trailing wires and heavy boxes on the piano have not been removed or minimised. Systems for self-evaluation and monitoring are not effective to ensure all requirements are met. The manager completes informal reviews of staff practice and is looking at training to support staff's professional development. However, not enough is currently being done to ensure children receive good quality teaching.

### **Quality of teaching, learning and assessment is inadequate**

Staff complete regular observations and assessments of the children they care for. Staff are able to explain what the next steps for children's learning are and to some extent what they are going to do to achieve them. These next steps often focus on providing resources and not on the teaching required to help children to make progress. Staff too often stand back and watch the children play and do not use a range of different teaching strategies, such as interaction and skilful questioning, to extend the children's learning. Planning for group activities does not take account of the differing needs of the children taking part; therefore, staff are unable to promote learning for all children. The children have access to a range of different areas and are able to access resources independently. They make choices regarding their play and are learning how to take age-appropriate risks, such as balancing on stepping stones outside.

### **Personal development, behaviour and welfare are inadequate**

Staff are not consistent in their approach to behaviour management. Children regularly ignore staff and at times their play becomes overly aggressive. The staff intervene too slowly during these disagreements and children are at risk of being harmed by others. Positive behaviour strategies are not used as a way to manage behaviour and children do not behave well. Staff do not follow acceptable hygiene methods. When changing nappies, they do not clean the mat or wash their hands between children. The pre-school manages times of transition for children well and give consideration to the children's emotional well-being during these times. Partnerships with the parents and other settings children attend are maintained. Staff work well with parents and schools and produce an informative report to pass on to the child's new setting. The helps children make smooth transitions when they move on to school.

### **Outcomes for children are inadequate**

Outcomes for children are limited due to the lack of adult interaction and involvement during the children's time at the pre-school. Not all children are making typical progress for their age given their starting points. Where children's progress is better they are not being taught well enough to extend their learning further.

## Setting details

<b>Unique reference number</b>	309294
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1009038
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Edenfield Village Pre-School Committee
<b>Date of previous inspection</b>	4 March 2015
<b>Telephone number</b>	07748 083 009

Edenfield Village Pre-School was registered in 1993. The pre-school employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one holds a qualification at level 4. The pre-school opens from Tuesday to Friday, during term time only. Sessions are from 8.30am until 4pm.

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.

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