

The Forest Chapel Playgroup

Inspection report for early years provision

Unique reference number 226487
Inspection date 16/09/2009
Inspector Christine Holmes

Setting address The Forest Chapel, Charnwood Drive, Leicester Forest East,
Leicestershire, LE3 3HL

Telephone number 07882 883 935

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Forest Chapel Playgroup has been established since September 1996 and operates in a small chapel in Leicester Forest East. Children have access to an enclosed outdoor play area. It opens each weekday from 7.30am to 6pm for 50 weeks of the year.

The setting is registered on the Early Years Register. A maximum of 20 children may attend at any one time. There are currently 30 children aged from one to four years on roll. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register. Children aged up to 10 years attend before and after school and school holidays. The setting supports children with special education needs and/or disabilities and children with English as an additional language.

There are four part time and two full time members of staff. All of whom hold a relevant child care qualification to at least level 2. The manager holds a level 5 and the deputy holds a level 4 relevant child care qualification. The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not adequately supported because a number of legal duties and regulations, which have a significant impact on the safety of children, are not met. Many systems are weak and some records, policies and procedures are missing or out of date. The systems in place to assess the setting's strengths and to identify the areas of weakness are not adequate and, as a result, the setting fails to make the required improvements. However, children are making generally sound progress in their learning because their interests and individuality are nurtured in an inclusive setting. In general, partnerships with others help to support continuity in children's care and learning. Partnerships with parents are positive, although previous recommendations are not met to ensure systems are fully effective in supporting children's learning and development.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect to every person aged 16 or over 20/10/2009

who work directly with children or lives or works on the premises on which childcare is provided (Suitable People) (also applies to both parts of the Childcare Register)

- ensure the safeguarding policy is in line with the Local Safeguarding Children Board in relation to the procedure to follow in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 20/10/2009
- undertake risk assessment and maintain a record of all aspects of the environment that need checked on a regular basis (Suitable premises, environment and equipment) 20/10/2009
- ensure that hazards to children both in and outdoors are kept to a minimum (Suitable premises, environment and equipment) 20/10/2009
- ensure all documentation with regard to children's personal details are easily accessible and available for inspection (Documentation) (also applies to both parts of the Childcare Register) 17/09/2009
- display the certificate of registration (Documentation) (also applies to both parts of the Childcare Register) 17/09/2009
- work in partnership with parents to identify what children know and can do in relation to the six areas of learning when they first start the setting (Assessment arrangements). 20/10/2009
- ensure the complaints policy includes the procedure to investigate all written complaints relating to the requirements and that complainants are notified of the outcome of the investigation within 28 days (Safeguarding and promoting children's welfare) 20/10/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

There is insufficient emphasis on ensuring the safety of children. There are no effective systems in place, to check that adults looking after children are suitable to do so in relation to obtaining enhanced Criminal Records Bureau disclosures and seeking references and employment history. This is a breach of a specific legal requirement which has a significant impact on the safety of children. Whilst there is a child protection policy in place it does not include the correct procedure to be followed in the event of an allegation of abuse being made against adults in the setting. This is a breach of a specific legal requirement which has a significant impact on the safety of children There is no effective risk assessment in place in

order to eliminate risks. Consequently, the environment is not kept free from hazards in order to minimise the risk of accidental injury to children. For example, numerous trailing wires and electric heaters situation at floor level pose hazards indoors and children can access the unsafe kitchen area. This is a breach of a specific legal requirement which has a significant impact on the safety of children. There is a written complaints policy in place but it is not in line with welfare requirements and does not ensure complaints are investigated appropriately. This is a breach of a specific legal requirement which has a significant impact on the safety of children. The certificate of registration is not displayed within the setting which means that parents and carers are not fully informed of all matters regarding the setting's conditions of registration. This is a breach of a specific legal requirement which has a significant impact on the safety of children. Documentation is not always efficiently managed. For instance, some children's individual details are not kept to be easily accessible or available for inspection. This is a breach of a specific legal requirement which has a significant impact on the safety of children.

The managers have much experience in supporting children's learning. They demonstrate a clear commitment to continual professional development which has had some positive impact on the quality of the learning environment, which is generally welcoming and conducive to learning. They are striving to provide a service that is inclusive for all children and their families to ensure children get the support they need to make satisfactory progress. For example, effective partnerships are developed with interagency teams to ensure children receive additional support if needed. Attention is given to identifying ways in which boys can be encouraged to become more engaged and enjoy their learning within the setting. Parents are routinely involved in their children's learning, for example, the setting provides recourses for use at home supported by home books that provide a two way flow of information about each child's learning. However, arrangements are still not in place to encourage parents to share what they know about their child's development when children first start. This hinders the assessment process and impacts on the progress children make. The setting also works well in partnership with local schools to prepare children for the transition to school, although links have not yet been developed with other settings the children attend, to support a seamless delivery of the EYFS for all children. However, there is no clear understanding and sense of purpose about what must be achieved in order to safeguard children, which results in a lack of drive to secure the required improvements. Consequently, not all legal duties and regulations are met. In addition, insufficient action is taken to meet the recommendations from the previous inspection and in some areas weaknesses have reoccurred. This indicates a limited capacity to make continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children's welfare is not adequately promoted because there are breaches in some welfare requirements that have a significant impact on the quality of their care. As a result, although children demonstrate they feel safe in the environment they are not learning the dangers of an unsafe environment. Consequently their safety is

significantly compromised. However, children's good health is appropriately supported. For example, appropriate procedures are in place for nappy changing and children learn the importance of washing hands and cleaning teeth.

In general all adults have a sound knowledge and understanding of how to support children's learning to enable them to make satisfactory progress overall. All interaction with children is very positive and in general focused on supporting and extending their learning through questioning, explanation and modelling. Observations are made to assess children's progress towards the early learning goals and this information is being used to identify some next steps in learning. However, the organisation and delivery of some adult led activities does not always take into account children's individual learning priorities to ensure they are supported to make as much progress as they can.

Children behave well and co-operate and share with each other because they are effectively helped to learn about right and wrong and to feel secure that they will always be supported should a child misbehave towards them. They receive lots of praise and encouragement during play and are often included in undertaking simple tasks that help them to play a part in the setting, such as clearing away after snack and finding a pen for an adult to complete the register. This fosters children's self-esteem and confidence. Whilst consideration is given to supporting children's learning about others through resources, full consideration is not given to learning about the range of cultures and backgrounds of the children and adults who attend the setting.

Children clearly enjoy their time at the setting. The organisation of the in and outdoor space effectively promotes children's enjoyment and learning. As a result, children become active learners, occupied, stimulated and generally sufficiently challenged. Children's growing independence is particularly well fostered. For example, the self-service breakfast table provides opportunities for children to make choices about when and what they eat from the range of healthy options available which also helps to promote their understanding of healthy eating. Suitable steps are taken to minimise the risk of cross infection. Children are encouraged to recognise their name in print as they put their name labels in the box to show they have eaten breakfast. For a significant part of the day children are able to choose to play in or outdoors. Many children, particularly boys, choose to spend the majority of their time outdoors where they enjoy being active and developing physical skills through riding bikes and climbing. Whilst outdoors they also experiment and explore materials including sand, water, paint and gloop and small worlds resources. During these activities they are encouraged to take note of changes and colour and to develop their interest in mark making. Children's imagination is well supported through the use a varied range of materials that are of particular interest to children and made easily accessible for them to use for their own purpose. Children often introduce a story line and narrative into their play and at times adults extend this play well by introducing a purpose to look at books, mark make, or solving simple problems. During the day children have some opportunities to count and recognise numerals and develop an interest in measure. There is also range of suitable equipment that promotes an understanding of information and communication technology but these areas are not as effectively promoted.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for, or be in regular contact with, children; Arrangements for Safeguarding Children; Records to be kept; Certificate of Registration) 20/10/2009
- undertake a risk assessment to ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 20/10/2009
- ensure the complaints policy includes the procedure to investigate all written complaints relating to the requirements and that complainants are notified of the outcome of the investigation within 20 days (Procedures for dealing with complaints). 20/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for, or be in regular contact with, children; Arrangements for Safeguarding Children; Records to be kept; Certificate of Registration) 20/10/2009
- take action as specified in the compulsory section of the report (Suitability and safety of premises and equipment, Procedures for dealing with complaints). 20/10/2009