

Childsplay Pre-School Playgroup

Inspection report for early years provision

Unique reference number	139177
Inspection date	28/06/2011
Inspector	Victoria Vasiliadis
Setting address	Ickenham Cricket Club, The Pavilion, Oak Avenue, UXBRIDGE, Middlesex, UB10 8UT
Telephone number	01895 639366
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Type of setting	Childcare on non-domestic premises

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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

Childsplay Pre-School Playgroup was registered in 1997 and is located in the Cricket Pavilion of Ickenham Cricket Club, in the borough of Hillingdon. The Pre-School is open five days per week from 9.00am to noon during term time to care for children within the early years age range. They also offer a wrap around service for those children within the group who attend the afternoon session at Breakspear Nursery. In addition the pre-school offers a holiday play scheme for children within the early years and later years age range. There are currently 36 children on roll within the early years age range. The pre-school is in receipt of government funding for free early education for children aged three and four years. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school support children who have special educational needs and those who have English as an additional language. The pre-school employs six members of staff who work in rotation over the week. Of these, four staff hold appropriate early years qualification and one person is in the process of completing training.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The children are making sound progress in their learning and development and they are provided with resources that offer them appropriate challenges and learning opportunities. The setting is not sufficiently managed in relation to ensuring the safety and welfare of the children, which is due to the fact that some of the welfare requirements of the Early Years Foundation Stage are not being effectively implemented and conditions of registration are not being met. The systems staff have for reflecting on practice are not sufficiently robust and this limits their capacity to maintain improvements. The setting has developed some positive links with parents and others involved in the children's development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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:

- implement an effective safeguarding children policy and procedure which must include the appropriate procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding) 12/07/2011

and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

- maintain a record of the risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 12/07/2011
- maintain a daily record of the children's hours of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register) 12/07/2011
- provide parents with the procedures to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) 12/07/2011

To improve the early years provision the registered person should:

- make further use of the observations and assessments systems to identify future learning priorities for each child
- include all parents in their children's continuous learning and development.

The effectiveness of leadership and management of the early years provision

The children are cared for in a safe and secure environment as staff carry out daily visual checks on the premises. However, a written record of when risk assessments are carried out, by whom, date of review and/or any action taken following a review or incident are not maintained. This is a breach of a specific welfare requirement. The setting does not have an effective safeguarding policy in place, particularly in relation to the procedures for dealing with allegations against staff. Also, the Nominated Person/manager does not have a sufficiently robust understanding of the procedures to follow, if allegations of serious harm or abuse are made against any person looking after the children on the premises. This is a further breach of a legal welfare requirement and has a significant impact on children's safety and welfare. In addition, the setting does not provide parents with the procedures to be followed in the event of a parent failing to collect a child at the appointed time. Also, the registers of attendance do not record children's hours of attendance. These are breaches of specific welfare requirements and impact on children's safety. There are appropriate procedures in place to ensure that all adults working directly with the children are suitable to do so. For example, Criminal Record Bureau checks are completed on all staff. Those adults whose suitability has not been checked are not permitted unsupervised access to the children. However, the setting is caring for more children than their conditions of registration allow. A reasonable excuse was given and on this occasion Ofsted does not intend to take further action.

The setting has established sound relationships with parents, carers and others involved in the care of the children. Information is shared with parents informally

at pick-up times and parents can access their children's records as they wish. The setting shares information about children's learning and development with those parents whose children qualify for free early years education. However, this is not extended to the remainder of the parents, which affects how well parents are kept informed and involved in their child's ongoing development. There is a notice board available which holds information about the settings certificate of registration, policies and procedures and their planning. The setting has developed some positive links with the local school in which the children will attend. For example, they prepare transitional progress reports on the children and nursery teachers visit the children at the setting. In addition, the staff have developed appropriate links with the local authority inclusion team to ensure that any issues surrounding the children's development are identified and addressed early.

The setting has some systems in place to reflect on their practice and parents and children are involved in these processes. For example, parent questionnaires are sent out annually and staff talk to the children about their likes and dislikes. However, the current systems are not sufficiently robust and as result, future targets have not been identified to sustain and improve outcomes for the children. Children are provided with a suitable selection of resources and equipment, and the environment is suitably organised to support children's learning and development.

The setting has made some efforts to support the children's understanding of equality and diversity. For example, children have access to resources and visual images that are reflective of the wider community. In addition, posters displayed around the room depict different written languages of some of the children in attendance. This contributes to making children and parents feel included and valued. Furthermore, the setting monitors and adapts some activities to ensure that all children fully utilise the resources on offer.

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

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is sound. There are adequate systems in place to monitor and assess the children's development as staff routinely conduct observations of the children. However, the next steps in the children's learning are not identified. The children are provided with a suitable selection of resources based on their age and development which are safe and fit for purpose. The environment is set up to enable the children to make choices in their play and children have fun whilst at the setting.

The children's speaking and listening skills are developing appropriately. Children are encouraged to listen to one another and take turns when speaking. Staff's interactions with the children are positive as they allow the children time to respond in conversations and they encourage children to think for themselves as open-ended questions encourage this. Children are provided with opportunities to mark make, draw and look at books which supports their literacy skills. Children

are learning about their environment as discussions take place with the children about the weather, days of the week and transport vehicles.

Children are developing an interest in information and communication technology as they access the computer and programmable toys. For example, the children work together whilst using the computer to solve simple problems. Children's problem solving and numeracy skills are supported by staff who encourage them to construct models using construction toys, as they make tall and short models and explore shape and size. In addition, the children learn to count everyday objects such as the number of bricks.

Children receive lots of positive praise when they achieve something so that their self-esteem is promoted. They are learning to share and enjoy playing either by themselves, with or alongside their friends. Staff are consistent in their approach to behaviour management and systems such as, sand timers are used to help children to learn about turn taking. Children are beginning to gain an understanding about diversity through the activities and resources available to them. Children are developing an understanding of how to stay safe as staff talk to the children about the consequences of their actions. For example, children are reminded of the importance of not running whilst inside as they may hurt themselves or others. However, the breaches in requirements that relate to safeguarding impact on children's safety in the setting.

Children are beginning to learn about healthy lifestyles as staff encourage children to adopt appropriate personal hygiene routines, such as using hand gel to clean their hands before snack time. Some discussions take place with the children about why they need to clean their hands. For example, staff tell children that hands must be washed to get rid of germs. In addition, the children are provided with resources that promote their physical health. For example, children enjoy riding the tricycles and bouncing on the trampoline. There are posters in place which are used to remind the children of the importance of brushing their teeth, getting plenty of rest and exercising regularly.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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 (Records to be kept) (also applies to the voluntary part of the Childcare Register) 12/07/2011

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 12/07/2011