

Carterton Community College Play Unit

Carterton Community College, Upavon Way, Carterton, Oxfordshire, OX18 1BU

Inspection date	22/04/2013
Previous inspection date	08/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The manager does not hold a legally required current and relevant level 3 qualification.
- Poor staff deployment means that some children are not suitably supported in their play, as a result they are not sufficiently engaged in activities and become bored.
- Children progress is limited as the staff do not monitor their learning effectively by identifying starting points or planning for children's individual next steps in learning.
- The manager and staff have insufficient knowledge of the Early Years Foundation Stage requirements; particularly with regards to safeguarding and learning and development. As a result children do not enjoy high quality learning experiences.
- Self-evaluation systems are weak and are ineffective in identifying key priorities for improvement.

It has the following strengths

- The play unit provides a welcoming environment, with suitable and appropriate resources, indoors and outside, which children enjoy.
- The staff forms suitable partnerships with parents and exchange daily information with them on their children's day and activities.

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 staff daily practices and interaction with children.
- The inspector spoke to staff at appropriate times throughout the inspection, during and after activities.
- The inspector looked at children's learning journeys, a sample of planning documentation, a selection of children's records and the play unit's policies and procedures.
- The inspector checked evidence of recruitment, suitability and qualifications of staff working with children.
- The inspector spoke with available parents.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

Carterton Community College Play Unit registered in 1978. It operates from a mobile classroom, with sloped access, sited in the grounds of the college and is self-contained with a large, fenced, outdoor play area. The unit consists of one large room divided off into different areas for play. The provision operates for 51 weeks of each year. The day care facilities offer school age children from four years of age a before and after school club open from 7.30am until 8.30am and 3pm until 6pm respectively. School aged children are taken to and collected from various local primary schools. There is a holiday play scheme, which offers full and part time day care. There is a playgroup for children aged from two to four years that is open from 9am until 11.45am.

There are currently 84 children on roll, of these 26 children are in the Early Years Foundation Stage age range. The setting is in receipt of nursery education funding for children aged 3 years and over. The setting supports children learning English as an additional language. There are seven members of staff, including the manager. Of these four staff have a recognised early years qualification. The setting 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:

- devise and implement an action plan detailing how staff deployment will meet the needs of the children attending
- review children's progress, when they are between two- and three-years-old, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected
- improve staff's knowledge of the learning and development requirements in order to consider the individual needs, interests, and stage of development of each child and use this information to identify their next steps and plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- ensure there are appropriate arrangements in place for the supervision of staff who have contact with children and families, which includes opportunities for staff to discuss any issues - particularly concerning children's development or well-being; identify solutions to address issues as they arise; and provide coaching to improve their personal effectiveness.
- put in place and implement a policy, and procedures, to safeguard children in line with the Local Safeguarding Children Board (LSCB) and which covers the use of mobile phones and cameras in the setting.
- ensure that the lead practitioner for safeguarding has attended a child protection course and is able to provide support, advice and guidance to any other staff on an ongoing basis as required.
- ensure fire doors are free of obstruction and easily opened from the inside.
- ensure there is a manager in place who holds a current and relevant level 3 qualification.

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

- review hygiene practices particularly for nappy changing procedures to ensure that children's health is maintained
- involve children in agreeing codes of behaviour and taking responsibility for

implementing them.

Inspection judgements

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

The management and the staff of the play unit have a poor understanding of the requirements of the Early Years Foundation Stage. They fail to implement the learning and development requirements adequately, which means children's development is not always fully encouraged by staff. In addition, observations and assessments are not used purposefully to show how children are progressing and identifying their next steps. In addition, the staff have no understanding of the requirement for undertaking two-year progress checks, and despite having children in their care aged two and just turned three, there is no system in place to show these children's strengths or areas for development. This means that not all children are making the best progress they can, although some are achieving in line with expectations.

Children generally enjoy the activities and play experiences available to them. However, at times activities are mainly adult directed with little input from the children. This results in the children gaining little from activities such as building with junk modelling, as staff complete or add boxes to children's creations, de-valuing their efforts. Children are able to make suitable independent choices from the toys and equipment on offer, which supports their decision-making skills. However, not all children are suitably engaged in activities and staff do not notice that some wander aimlessly around the unit. This poor deployment of staff, results in learning opportunities being missed.

Children spend time exploring activities when structured and tailored to their interests, for example, playing with the cars, exploring the sand and playing outside. However, this is inconsistent and not all children are involved in sound purposeful play. Some staff work and communicate well with the children. However, this is not consistent or sufficient to meet the needs of all the children attending. As a result, not all children make good progress in their communication and language development. For instance, not all staff communicate sufficiently with the children to build and extend their vocabulary or help them to form correct sentences by modelling good speech. Consequently, they are not learning the skills they need to be ready for school.

Overall, the staff at the play unit communicate well with parents, which helps them meet children's needs. However, when children start at the unit the information exchanged between the parent and staff is not used to form a starting point for children's learning. As a result, the staff are unable to plan initial activities to help children settle as they are unaware of their likes, dislikes and development level.

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

The play unit operates a key person system and children form close relationships with staff and often seek reassurance from them. It is clear that children are generally happy in the setting; most confidently enter the play unit and settle quickly to self-chosen activities.

Children benefit from nutritious and well-balanced snacks. Children attending for sessions share fruit with others, learning appropriate social skills. Children who attend the out of school sessions are provided with snacks such as fruit, crackers and sandwiches to give them an understanding of healthy eating. Staff encourage children's independence as they enable them to serve their own meals and pour their own drinks. Children are encouraged to develop an appropriate understanding of healthy lifestyles. There is a sound focus on outdoor play and children benefit from the newly constructed outside environment, which challenges their physical development well. Children generally understand how to maintain their safety, they remind their friends not to run, and wait for long periods for a staff member to help them when they wish to go down the firefighter's pole on the climbing apparatus.

Overall, staff teach children adequately about personal hygiene to support their good health. However, the equipment for nappy changing is a little tired and dirty in places and this poses some risk of infection to the children. Behaviour is generally acceptable throughout the play unit, however inconsistencies in staff practice means that staff do not always provide clear explanations to help children learn. For example, staff do not explain why children should not lay on the tables. Nevertheless, staff adopt a positive approach to help resolve any disputes and offer a suitable amount of praise which boosts children's confidence.

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

The management team and staff have a poor understanding of the Early Years Foundation Stage requirements. This means that they are ineffective in fulfilling their duties. As a result they compromise children's safety and fail to provide an effective educational programme to help all children make progress.

The inspection was brought forward following concerns about the qualifications of the manager, ratios, the lack of outdoor play and the quality of teaching and learning. The inspection found that there are suitable recruitment, vetting, induction and appraisal systems in place. However, the manager herself does not have a recognised early year's qualification, which is a breach in the statutory requirements. Systems are in place to monitor staff, however, these are not secure in recognising or addressing inconsistencies in staff practice. In addition, no arrangements have been put into place to ensure staff are up to date on the requirements of the Early Years Statutory Framework. Consequently, their practice is weak and out of date. Therefore, they are unable to help children to reach their full potential in their learning and development. Ratios are maintained and children have continuous access to outdoor play.

Self-evaluation is not sufficiently rigorous and the identification of improvements at the

play unit are weak. This leads to poor continuous improvement and impacts significantly on the educational programmes and children's learning and development. In addition, some requirements of the Childcare Register are not met.

The manager and staffing team have not undertaken safeguarding training and although the play unit have a safeguarding policy in place, this is not current. It fails to give staff and parents guidance on the routes of referral and does not include procedures regarding the use of personal mobile phones and cameras in the play unit. Therefore, staff demonstrate a poor understanding of the procedures to follow in the event of a concern about a child. They also carry their phones with them, unsupervised, while working with the children. Although most staff are able to describe what signs would raise their concerns about a child, their lack of knowledge of procedures puts children at risk. Risk assessments are in place but they are not effective and fail to protect children in the play unit; particularly in the event of a fire as fire exits are blocked. This compromises children's safety.

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 the manager has a qualification at a minimum of level 3 in a relevant area of work. (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure the manager has a qualification at a minimum of level 3 in a relevant area of work. (voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	134471
Local authority	Oxfordshire
Inspection number	911027
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	28
Name of provider	Magdalen Davies
Date of previous inspection	08/12/2009
Telephone number	01993 844071

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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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