

# Carey Childcare Centre

1 Pole Street, Preston, Lancashire, PR1 1DX

<b>Inspection date</b>	17/10/2014
Previous inspection date	22/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## The quality and standards of the early years provision

### This provision is inadequate

- The committee are not fully aware of their roles and responsibilities in relation to meeting their legal responsibilities to inform Ofsted of changes. This relates to the Early Years Register and the Childcare Register.
- The committee do not provide supervision arrangements for staff. In addition, formal induction procedures, including processes to ensure staff remain suitable to work with children, are not carried out.
- Management systems for retaining records regarding staff are not consistently maintained. This means that they are not able to robustly evidence that safer recruitment, including qualifications and deployment of staff, meet requirements to ensure the safe and efficient management of the setting.
- Monitoring of practice is weak. As a result, the poor quality of teaching means that planned activities do not always engage or challenge children in their learning. Assessments of children's progress do not provide an accurate view of their progress. Staff do not effectively share information when children are moving from one room to the next.
- Partnership working is not strong enough to ensure that all parents are kept informed about their child's progress and be able to extend their child's learning at home.

### It has the following strengths

- Children access a range of resources, which are developmentally appropriate for their

stage of development across the playrooms.

## 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 viewed all areas used by children. She observed activities in the three playrooms, dining area and the outside play area.  
The inspector spoke with a representative from the committee and staff at
- appropriate times. She undertook a joint observation with the manager during an adult-led activity.
- The inspector looked at a sample of children's records, including planning and assessment documentation.  
The inspector looked at and discussed the procedures for safeguarding children,
- checked evidence of suitability and qualifications of staff working with children and discussed the recruitment process.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Hilary Boyd

## **Full report**

### **Information about the setting**

Carey Childcare Centre was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates across three playrooms in church premises located in the centre of Preston. The setting has use of the hall as a dining area and there is a space available for outdoor play. It employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 7.45am to 5.45pm, all year round, except for one week at Christmas and bank holidays. Children attend for a variety of sessions. There are currently 43 children on roll, all of whom are in the early years age range. The setting provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and children with special educational needs and/or disabilities. The setting is supported by the local authority early years advisory team.

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

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

- ensure effective procedures are implemented where staff are aware that they are expected to disclose any convictions, court orders, reprimands and warnings that may affect their suitability to work with children
- maintain records to ensure they are accessible and available for inspection at any time, in particular evidence of staff identity checks and vetting processes, including references and qualifications for all staff
- develop appropriate arrangements for the effective supervision of staff, including the manager; use these supervisions to ensure that accurate assessments detailing children's progress are reviewed and the knowledge and skills of staff are evaluated and developed towards raising the quality of teaching
- ensure planning reflects the individual needs and stage of development of children, so that activities engage or sufficiently challenge their individual learning
- ensure that the ways in which information about children's achievements is shared between staff in the setting are improved, in order to support children's emotional well-being
- ensure that new staff receive induction training to help them to understand their roles; support all staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning experiences for children to help them to make good progress in their learning
- ensure that the committee's knowledge and understanding of the Early Years Foundation Stage is improved, in order that they meet their legal responsibilities, so they can provide quality supervision and support to the manager
- improve the two-way exchange of information with parents to ensure that they are kept well informed about their children's ongoing progress, including ways they can extend their children's learning at home.

**Inspection judgements**

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

The manager and staff have a sound understanding of the Early Years Foundation Stage and how children learn through play. However, there are weaknesses in the quality of

teaching and learning due to the lack of staff's knowledge and understanding in carrying out effective observations and planning of individual next steps. For example, although, staff carry out regular observations, they do not use this information gained to ensure that purposeful planning meets children's individual needs, interests and learning styles. As a result, planning is not always effective in providing enjoyable and challenging experiences to meet children's individual needs. For example, staff in the pre-school room have not fully considered the individual learning needs of children as they read a story to the group and consequently, the learning opportunities differ for each child. As a result, not all children are actively engaged during the activity or sufficiently challenged, in order to extend their learning. Assessments are not consistent in quality and do not give an accurate and complete picture of children's progress. As a result, children's learning opportunities are not tailored enough to their individual needs to ensure they receive appropriate support and intervention as necessary. Consequently, possible gaps in children's learning are not always identified to ensure that early intervention is implemented, so as to help them to make progress in their development. As a result, children are not well prepared for their next stage of learning.

Children generally enjoy their time at the setting. The majority of children learn and develop through their interactions with each other, the staff and the range of resources organised across the three playrooms. Formal records are used as a way to gather parents' views about their children's individual needs before they start. This information provides staff with some knowledge of children's interests. However, there are no systems in place that encourage parents to contribute towards their children's progress, including how they can extend learning at home. Children, who have special educational needs and/or disabilities, have adequate support because staff access support from other professionals. For example, they have introduced personalised support plans for individual children. However, lack of effective monitoring systems means that when changes to individual targets are necessary, these are not always addressed. Staff are aware of the importance of working in partnership with others as children move to school. For example, staff complete a transition record and invite teachers into the setting to share relevant information about individual children's needs and abilities.

All children are able to access a range of developmentally appropriate toys and equipment that promote their development across the areas of learning. Babies have access to various sensory and exploratory play experiences. They are curious and demonstrate confidence in their surroundings as they move freely seeking out resources that capture their interests. They enjoy creative activities and learn through their senses as they explore various baskets of materials and toys, which make sounds when pressed. They are developing skills in their personal, social and emotional development and their communication skills. This is because staff respond to children's cues as they interact positively and use a range of both verbal and non-verbal facial expressions as they sit together on the floor. Staff are responsive to children's play requests and they are happy to join in with their choice of child-initiated play experience. Children are developing some communication skills as staff use some strategies to raise their listening and attention skills. For example, during adult-led activities, they talk about good listening skills and use visual aids to help raise children's understanding further. For children, who speak English as an additional language, staff are linking with parents to find out key words spoken at home. Furthermore, they display some words within the environment. However, lack of

effective monitoring means that staff are not always aware of how to pronounce the words used and information from parents is not always shared with all staff, who work with children in particular rooms. Consequently, the quality of teaching is variable and adult-led activities do not consistently meet the developmental needs of all children.

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

Before children start at the setting, they are allocated a named member of staff to act as their key person and parents are informed of this during their child's settling-in visits. Although, parents are encouraged to share information about their child's individual needs through the completion of 'All about me' booklets, these are not consistently completed. Daily diaries are used as a communication tool to share information for the youngest children. This helps to keep parents informed of children's daily care routines. Children appear to have formed positive and warm relationships with staff across the setting. They receive positive interaction as staff show care through responsive and supportive interactions. This helps children to develop a sense of well-being and belonging. Older children develop some levels of social skills as they interact together during both child-initiated and adult-led play experiences. As children move rooms across the setting, they carry out visits and these help to familiarise them with changes to the environment and staff. However, lack of effective monitoring means that staff do not consistently complete children's transition records to ensure that relevant information is shared. Consequently, staff do not consistently provide sufficient support for children's emotional well-being as they move rooms.

Children gain a sound understanding of how physical exercise fits into a healthy lifestyle, as outdoor play is built into the daily routine. They enjoy being outdoors as they initiate their play from the range of resources set out daily by staff. For example, they enjoy playing in the sand as they use a range of resources to support sensory play. Children have blocks to build with and they confidently move around the space, running, hiding and climbing onto different levels. Children of varying ages enjoy mixing together for short periods of time and staff are vigilant in raising their understanding of how to keep themselves safe. They learn how to behave because staff provide developmentally appropriate explanations and remind them of daily routines. For example, they are reminded where to gather together before carrying out daily routines, such as waiting along the wall before leaving the outdoor area, so that everyone is safely escorted back into the their playroom.

Procedures for promoting children's health are followed appropriately. Staff obtain relevant information from parents about children's allergies and special dietary requirements. They use this information to effectively meet children's dietary and care needs, such as providing vegetarian food options. Children enjoy a balanced menu and parents are made aware of healthy lunch options when they provide a packed lunch if they wish. Children have access to drinks throughout their time at the setting. Older children learn basic hygiene practice as they independently access the toilet and wash their hands at appropriate times using the low-level facilities situated in their playroom. Children develop self-help skills as they select their plates, cutlery and food during particular mealtimes, such as breakfast. Furthermore, they spend time spreading their cheese along their

crackers and put away their plates when finished. As a result, mealtimes are pleasant sociable occasions when staff and children spend time together.

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

At the inspection, it was found that the provider had not notified Ofsted of changes to individuals on the committee within the prescribed time period. This is a breach of the legal requirements for both the Early Years Register and the compulsory part of the Childcare Register and affects the efficiency of leadership and management. The registered providers do not fully understand or fulfil their roles and responsibilities of the Early Years Foundation Stage. The manager demonstrates an understanding of recruitment procedures. As a result, she is undertaking the necessary checks, such as seeking references for new staff. However, evidence to confirm the effective recruitment for existing staff is not in place. For example, staff qualifications and other information, such as references, are not effectively maintained and available to Ofsted. Furthermore, induction training is not yet in place to ensure new staff have an understanding of their roles and responsibilities. All staff having contact with children have completed a full Disclosure and Barring Service check. However, there are no procedures in place to ensure staff disclose anything that may affect their ongoing suitability to work with children. The provision has a suitable safeguarding policy and staff know who the safeguarding officer is at the setting. Staff have attended relevant safeguarding training and are, therefore, aware of the appropriate procedures to follow should child protection concerns arise. All staff hold a valid first-aid certificate and this enables them to safeguard children's health in an emergency.

There is insufficient monitoring of teaching and learning. Although, the manager has reviewed the arrangements for supervisions of staff, these are not yet effectively carried out. As a result, the effectiveness of teaching is not yet sufficiently reviewed, nor its impact on the quality of children's learning. Furthermore, the committee has not yet put into place, consistent and effective arrangements to provide support and coaching for the manager and other committee members. Since the manager came into post, she has begun to evaluate practice and has implemented changes to observation and assessment records. She has welcomed support from the local authority and with their support, has begun to observe the performance of staff. However, weak monitoring systems means that changes made to support the delivery of learning and development requirements are not yet fully embedded or understood by all staff. Consequently, inaccurate assessments are made on some children and therefore, they are not adequately supported and challenged to extend their learning. As a result, not all children make as much progress as they can.

Parents spoken to on the day of inspection, said they were happy with staff and the service provided. Overall, partnerships with parents generally support children's care needs, but are not as effective in supporting their learning and progress. For example, lack of effective monitoring means that formal records, such as the 'All about me' booklet and transition records are not consistently completed by parents and staff as appropriate. Furthermore, although, informal discussions are held with parents and they can view their

children's files if they wish, they are not made aware of the progress their children make. Links with speech and language therapists and other professionals are starting to help staff consider the appropriate intervention needed for some children. However, links with parents and other professionals involved in supporting children's care and learning do not sufficiently ensure that each child's learning needs are consistently identified, shared and supported.

### 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

**Met**

### To meet the requirements of the Childcare Register the provider must:

- ensure that Ofsted are informed of any changes to the individual members of the governing body (compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	309256
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	876837
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Carey Child Care Centre Committee
<b>Date of previous inspection</b>	22/09/2009
<b>Telephone number</b>	01772 201 867

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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