

Wardle Childcare Partnership

St. James C of E Primary School, Crossfield Road, Wardle, ROCHDALE, Lancashire, OL12 9JW

Inspection date	11/12/2014
Previous inspection date	18/05/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- Staff do not have robust knowledge of the authorities to contact should they have concerns about children's safety or welfare. Consequently, safeguarding practice is not effective and children are at risk.
- Staff do not have a robust risk assessment process in place which identifies aspects of the environment that need to be checked on a regular basis and how the risk will be removed or minimised. This means that children's safety is compromised.
- The consistent identification of children's next steps in learning and effective assessment of children's progress are not frequent enough. Therefore, planned activities do not always promote children's learning effectively.

It has the following strengths

- Secure, positive attachments are in place between children and staff. Therefore, children are happy and settled in the playgroup.
- Some staff use effective teaching strategies, such as modelling language, and provide challenge through good use of questioning to support children's learning.

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 activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the on-site school headteacher throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, the provider's self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Wardle Childcare Partnership was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a mobile classroom in the grounds of St James Church of England Primary School in the semi-rural area of Wardle, a suburb of Rochdale. It is a voluntary organisation run by a committee. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The playgroup employs five members of staff. Of these, one member of staff holds Early Years Professional Status, one holds an appropriate early years qualification at level 3, one holds a qualification at level 2 and two members of staff are unqualified. The playgroup is open each weekday from 8.50am to 11.50am and operates term time only. There are currently 34 children on roll who are in the early years age group. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The partnership also provides a breakfast and after school club, which runs from 7.30am to 8.50am and from 3.30pm to 5.30pm each weekday, term time only. The holiday club runs from 7.45am to 5.30pm each school holiday except Christmas. There are currently 50 children on roll, seven of whom are in the early years age group.

What the setting needs to do to improve further

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

- ensure that all staff are effectively trained to understand the safeguarding policy and the procedures that need to be followed should they be concerned about the welfare of a child
- ensure that staff take all reasonable steps to ensure that children are not exposed to risks and identify aspects of the environment that need to be checked on a regular basis
- improve staff knowledge of how to observe and assess children's progress in order to better understand children's individual levels of achievement, identify their interests and learning styles and use this information to accurately plan for the next steps in their learning and development so children make consistently good progress.

Inspection judgements

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

Staff have variable understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, current practice does not fully meet requirements. Staff undertake observations of children as they play but these are not always frequent enough to build on children's progress. Consequently, children's next steps in learning are not always planned for and procedures for assessment are weak. This means that children's progress is not consistently clearly identified. As a result, staff cannot be sure that any gaps in learning or areas where children may need extra support are known. Some activities are planned, but these are based on celebrations and events throughout the year and do not always support children's developmental needs or maximise potential learning.

Staff talk with children as they play and pose some questions that support learning. For example, children enjoy wrapping boxes with wrapping paper as part of a Christmas theme. Staff ask questions to children such as, 'How many sides does a square have?' and 'What is the difference between a square and a rectangle?' This supports children's critical thinking and emerging language skills. Children independently access a range of resources. For example, children enjoy dressing up in the role-play area, racing toy cars on the floor and exploring early mark making through writing their name in Christmas cards. Staff encourage children to build their independence skills. For example, children put their own coats on for outdoor play and use the bathroom independently. There are positive relationships in place between children and staff. For example, children enjoy adult support as they build models with construction bricks. Children's learning and developmental needs are not well supported as planned activities do not support children's next steps in their learning. Consequently, learning and teaching does not fully match children's needs and their preparation for school is limited. Children with special educational needs and/or disabilities are supported by a special educational needs coordinator and partnership working with other professionals. However, the coordinator does not work closely with the children's key person to ensure that children's progress is fully supported.

Links with parents are in place and there are some strategies to involve them in their children's care and learning. For example, parents complete documentation prior to children starting at the playgroup. This means that information about children's care needs are shared. A regular newsletter informs parents of current topics and staff provide daily verbal exchange with parents. Home learning is supported through activity sheets, which are given out weekly. These give parents ideas to support further learning at home. Parents are involved in the assessment of children through discussions when staff complete the progress check for children between the ages of two and three years.

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

Children are building knowledge of how to manage risks as they carefully learn to use different equipment. For example, children learn how to use scissors effectively during a creative activity. However, staff show limited understanding of how to identify potential risks in the environment and hazards for children. This places children at risk. Therefore, children's safety is compromised, which affects their well-being.

Children are settled and happy, which means that positive attachments are in place. There is an effective key-person system in place, which supports children's care needs. Children initiate their own play and help themselves to resources independently. For example, children look at books with one another, commenting on the pictures that they can see. Staff observe children and are quick to attend to their needs, for example, if children need to use the bathroom. Staff are positive role models; they initiate discussion with children and join in with children's play. There are positive behaviour strategies in place and staff give clear expectations to children. For example, staff remind children to walk while inside and offer positive praise as children take part in different activities. This helps to build children's self-esteem and confidence. Generally, children are supported to develop emotionally, in order to cope appropriately with moves on to other settings, including school.

Children learn about healthy lifestyles and spend time outdoors in the fresh air on a daily basis. Children take part in activities that support physical development, such as riding bicycles, playing football and taking part in music and movement sessions. Staff offer a daily snack, which includes healthy options, such as, fresh fruit, milk and water. The playgroup is part of a local initiative, which ensures that all children receive a free toothbrush and toothpaste every three months. This facilitates children's understanding of the importance of regular tooth brushing in maintaining good health. Staff encourage children to be independent through making choices at snack time and washing their hands after eating. Children are warmly welcomed by staff and they settle quickly. Staff support children as they prepare to move to school through facilitating discussion through developing displays incorporating school uniforms. This supports children's emotional well-being as they prepare for change. Teachers from the on-site school visit the playgroup to observe children at play. This means that information about children's needs is shared amongst cares as children move onto school.

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

Staff have an inadequate knowledge of effective safeguarding procedures. There are policy and procedures in place but staff do not have a robust knowledge of these. Staff are unaware of the appropriate authorities to contact should they be concerned about a child's well-being. They also have limited knowledge of effective whistle-blowing procedures. Some safeguarding practices are in place, for example, staff ensure that they stand at the door at all times when children arrive or are collected. This means that they are aware of who is on the premises and which adults are collecting children. A robust risk assessment process is not in place, so staff do not identify potential risks for children or take action to minimise these. For example, loose clothing and storage boxes are stored in the bathroom at a precariously high height, multiple long tables are stored against a wall without being secured and a long extension wire is stored in a corner of the main room where children play. These hazards place children at risk. All staff have had appropriate suitability checks completed, which helps to promote children's safety. The playgroup has appropriate selection and recruitment practices in place, for example, inductions, regular

staff meetings and supervisions take place.

Staff have a variable knowledge of how to support children in their learning and development. The use of assessment is not effectively monitored to ensure that educational programmes are closely matched to children's individual needs and promote their learning and development. As a result, children's progress is not consistently good. Staff meet with teaching staff from the on-site school on a regular basis and receive visits from local authority advisers to develop their knowledge. Staff attend mandatory training and local authority network meetings. The impact of attending these training events is that staff can refresh their knowledge in order to provide a better service for children and families.

Some self-evaluative practice is in place. The group have completed a local authority quality assurance scheme, which has helped to identify areas to develop and areas of strength. All actions and recommendations from the previous inspection have been addressed. For example, appropriate authorities are informed when there are changes in committee members, self-evaluative practice has been put into place and links with teachers for children attending the out of school provision have been further established. Parents are invited to be part of the evaluative process through questionnaires and staff are quick to respond to parent suggestions. For example, a topic has been planned on road safety as a direct result from a parent suggestion. This shows some capacity for improvement. Partnerships are in place between parents and other professionals. Staff speak with parents on a regular basis to inform them of the activities that children have been offered. Partnerships with other professionals are in place. For example, on-site school teaching staff, health professionals, childminders and local authority advisers. These partnerships help to support children's individual needs.

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 that the registered person trains all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the health or safety of the children in your care (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the health or safety of the children in your care (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	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

Unique reference number	316439
Local authority	Rochdale
Inspection number	872002
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	34
Name of provider	Wardle Childcare Partnership Committee
Date of previous inspection	18/05/2009
Telephone number	01706 838 700

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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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