

Smarties Pre School and Out of School Club



The Community Building, Steeple Morden CofE Primary School, 7 Hay Street, Steeple Morden, Royston, Hertfordshire, SG8 0PD

Inspection date	2 May 2017
Previous inspection date	15 January 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Ofsted has not been provided with relevant information about all committee members to enable the full assessment process to be carried out to check the suitability of these individuals. The setting has also failed to notify Ofsted of the change in the nominated person.
- Not all staff have a clear understanding of how to safeguard children. Staff do not receive training or guidance in relation to protecting children on an ongoing basis.
- The management team does not provide staff with supervisions to identify their individual training needs. Partnerships with all schools that children move on to and with all other providers that children currently attend are not in place.
- Staff do not use the information from their observations to accurately identify children's next steps in learning. They do not conduct ongoing assessments of children's development or complete the required aspects of the progress check for children aged between two and three years.
- Self-evaluation is not effective in identifying breaches in requirements. Staff do not challenge children to develop their mathematical skills during planned activities.

It has the following strengths

- Key persons help children to settle into pre-school. They make their favourite toys available to them. Children ask their key person for support when required.
- Staff provide children with the freedom to play either indoors or outdoors.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ provide Ofsted with relevant information to enable the full assessment process of all committee members to be completed 	23/05/2017
<ul style="list-style-type: none"> ■ ensure that all members of staff have a secure understanding of how to safeguard children 	23/05/2017
<ul style="list-style-type: none"> ■ implement supervisions for all staff to ensure they are provided with better support to enable them to deliver an effective educational programme and raise the overall quality of practice and outcomes for children 	23/05/2017
<ul style="list-style-type: none"> ■ develop the use of observations to assess children's development to clearly identify any gaps in children's learning and plan challenging activities to support their next steps in learning 	23/05/2017
<ul style="list-style-type: none"> ■ ensure that the progress check for children aged between two and three years identifies children's areas for development and is shared with parents to support learning at home 	23/05/2017
<ul style="list-style-type: none"> ■ develop effective partnership working with all schools that children move on to and all other providers that children currently attend. 	23/05/2017

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

- review the current evaluation system in place to ensure that all legal requirements are met and the views of staff are sought
- improve the quality of teaching to challenge children to identify and record numbers.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school and the out-of-school club.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has not notified Ofsted of the change in the nominated person within the prescribed time period. In addition, the provider has not made arrangements to provide Ofsted with the relevant information to enable them to complete the full assessment process for some committee members. The designated members of staff who have lead responsibility to safeguard children do not ensure that all staff receive training to ensure they understand the possible signs of abuse. Furthermore, they do not provide all staff with ongoing guidance, such as more recent safeguarding legislation. This means that some staff do not have a suitable knowledge of how to identify children that are at risk of being exposed to extreme ideas about what is right and wrong. This puts children at significant risk. There are no clear arrangements for staff supervision to identify their individual training needs to enable them to raise the quality of their teaching and promote good outcomes for all children. The management team does not work in partnership with the staff team to continuously reflect on or evaluate the service they offer. They have failed to address the recommendations raised at the previous inspection or identify breaches in statutory requirements. Staff do not complete ongoing assessments of children's stage of development. Therefore, there is no system in place to monitor any progress they make or identify gaps in their learning.

Quality of teaching, learning and assessment is inadequate

Staff complete observations of children. However, they do not use the information from their observations to accurately identify children's next steps in learning. Therefore, planning does not consider children's individual learning needs in order to provide children with a strong level of challenge. For example, children paint the palms of their hands and make prints with them to create the shape of a crab. However, staff do not encourage or challenge them to identify and record numbers. Children express an interest in this crab printing activity. However, the organisation of planned activities means that they are left waiting for long periods of time with nothing to do. Staff complete the progress check for children aged between two and three years. However, they do not share this with parents or identify areas for development. Some staff act in a supervisory capacity, not interacting with children to engage them in meaningful play. Less confident children receive minimal staff interaction to extend their learning. Children learn about the world and different occupations. For example, they occasionally visit the local post office and motor vehicle garage. Parents describe staff as friendly and welcome the opportunity to spend time in the setting with their children.

Personal development, behaviour and welfare are inadequate

Some children attending the setting also attend other early years providers. As yet, the management team has not developed an effective method to regularly share information with other settings that they attend, to support children's continuity of learning. Close links with the on-site school support children who are moving on to this school to be emotionally well prepared. However, staff have not forged partnerships with other schools that children move on to. Children demonstrate a sense of responsibility as they

confidently carry out a range of age-appropriate tasks. For example, they help to tidy away the toys and activities they have been playing with. Children enjoy a variety of healthy snacks and meals, these include some traditional foods from different countries. The inviting outdoor area motivates children to develop their physical skills. For example, they jump in and out of tyres and persevere at learning to spin a hoop around their waist.

Outcomes for children are inadequate

Not all children are making sufficient progress. This means that some children are not acquiring the skills required in preparation for their next stage of learning. However, children do learn independence skills and are happy at the setting. They are generally able to manage their own personal needs. Some children are beginning to link letters to sounds.

Setting details

Unique reference number	EY434661
Local authority	Cambridgeshire
Inspection number	1095091
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	102
Name of registered person	Smarties Pre-School and Out of School Club Committee
Registered person unique reference number	RP517200
Date of previous inspection	15 January 2015
Telephone number	07952100208

Smarties Pre School and Out of School Club registered in 2011 and is situated in purpose built premises at Steeple Morden Primary School and managed by a voluntary committee. It employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from 9am until 3pm, Monday to Friday, during term time. The out-of-school club operates each morning from 7.45am until 9am and after school from 3pm until 6pm, during term time. In the school holidays sessions are from 8.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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