

St Crispins Pre-School

Inspection report for early years provision

Unique reference number 148673
Inspection date 24/05/2011
Inspector Melissa Cox

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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.

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Description of the setting

St. Crispins Pre-school opened in 1978. It operates from a large room in the St. Crispin's Leisure Centre, on the eastern side of Wokingham and is a committee run group. The group has the use of a large hall, toilets and storage rooms. There is an enclosed outdoor play area. The pre-school serves the local community. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for no more than 26 children from two years to under five years and there are currently 29 children on roll. Children attend for a variety of sessions. The pre-school currently supports children with special educational needs and/or disabilities. Children attend a variety of sessions throughout the week. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The group opens five days a week during school term times. Sessions run from 9.15am to 12.15pm with a lunch club operating between 12.15pm to 1.15 pm on a Tuesday. The majority of staff have early years qualifications to National Vocational Qualification level 3. There are five staff working with the children on a part-time basis. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The committee have failed to notify Ofsted of some suitability issues that relate to the responsibilities of the committee. In addition, several welfare requirements have not been met which relate to the review of regulatory documentation and these compromise children's welfare. However, children are made very welcome at the setting which provides a caring and supportive environment. They enjoy a variety of exciting activities and experiences which enable them to make suitable progress overall. Partnerships with parents contribute appropriately to children's experiences. Self-evaluation procedures overall are ineffective as the committee have failed to address out of date regulatory documentation. Although staff have accurately identified and addressed some other issues within the setting to promote some improvements, key areas for priorities have not been identified.

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:

- ensure information is gained prior to admission about 06/06/2011

- who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare)
- ensure the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation)(also applies to both parts of the Childcare Register) 06/06/2011
 - ensure that written parental permission is requested, at the time of the child's admission to the provision, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 06/06/2011

To improve the early years provision the registered person should:

- extend planning further to meet the additional needs of younger children in the group to ensure that they are fully supported
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are inadequate. The provider has failed to provide Ofsted with details of additional committee members and ensure that information regarding the nominated person is accurate. This is an offence, unless the provider can provide a reasonable excuse, and is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. In addition, although the committee and new manager have been working tirelessly to tackle the weaknesses they have identified in the setting since the previous manager left, there are still areas of regulatory documentation that have not been addressed. This includes the seeking of emergency medical permission for all children prior to their admission to the setting and risk assessments have not been carried out and reviewed regularly. These are all breaches of welfare requirements and compromise children's health and safety.

Staff have accessed child protection training and have an understanding of the procedures to follow if they have a concern about a child in their care. Daily safety checks are completed within the setting and for outings, and there are currently suitable systems in place to review any accidents to prevent further incidents. However, the safeguarding policy is ineffective overall, as the setting has failed to follow set procedures in relation to gaining suitability checks for all committee members. Staff have not gathered specific information prior to admission about who has legal contact with the child and who has parental responsibility for the child. This is a breach of a welfare requirement. Secure procedures are in place for the safe arrival and collection of children and a record of visitors is maintained.

All children are valued as individuals and made to feel welcome in the setting. Children have suitable access to all areas of the setting and high levels of adult supervision, support and interaction help them develop a sense of belonging in the setting. However some planned activities and available resources do not fully support those younger children attending. The dedicated staff team work hard each day to lay out and pack away the wide range of activities, toys and equipment, making the premises a suitable learning environment each session. Children have access to a suitable range of resources reflecting positive images of diversity and have appropriate opportunities through topic work to learn about different cultures and religions.

Partnerships with parents and carers are strong. There are effective systems in place to exchange information and seek the views of parents. Staff have a good knowledge of each child's background and are committed to working in close partnership with parents. Parents express their satisfaction with the service and their good relationships with the staff, who they find to be very friendly and approachable. Links with external agencies are established to complement children's learning and to share information. Systems to share information between other early years providers are not yet developed to fully support children's development collaboratively.

The manager, staff and committee are committed to providing improved outcomes for children and have sought and followed advice from the local authority. Some areas for development within the setting have been identified and acted on accordingly and the action plan and current practice clearly demonstrates the positive impact that improvements have made to date. Recommendations from the last inspection have been addressed. However as a result of the failure to update suitability checks and maintain regulatory documentation, Self-evaluation procedures are inadequate overall, as key management issues have not been prioritised and actioned within suitable timescales.

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

Children are happy, settled and enjoy their time at the setting. They feel secure in the setting, because staff relate warmly to them and provide a reassuring presence throughout their routines and activities. Children develop their confidence and self-esteem as they are supported by staff who are caring and interact positively with them. Staff have a secure understanding of the learning and development requirements and use an effective key worker system to support children to achieve suitable outcomes in their learning. All children make satisfactory progress towards the early learning goals, relative to their starting points, because staff make use of their observations of children in planning activities that support their individual development. Information is used well to inform future planning and leads to identification of each child's next steps of development. Children's preferred learning styles are identified and staff ensure that resources are organised well to support these. Staff carry out regular observations of the children

and use these to inform their planning.

Children develop their speech and language with free access to books, through listening to stories, songs and rhymes. Staff support children well by sitting with them, joining in their play and talking to them to extend their communication and thinking skills. They listen to and follow instructions about tidying toys away, lining up and following routines. Children experience creative, messy and imaginative play through different mediums as they paint, draw, glue and explore their senses with sand, water and pasta. Children learn about the wider world as they celebrate different calendar festivals and learn about different cultures, through visits from parents with varying lifestyles, who share their own special interests and skills. Children communicate well and use language effectively to organise their play and to speak to their peers and adults. Children have appropriate opportunities to make marks and to practice their early writing skills indoors, and in the garden where they have great fun with chalks, large brushes and water.

Children are confident, self-assured and motivated to learn. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected. Children's behaviour is managed in a way that supports their understanding of what is right and wrong, in accordance with their individual ages and stages of development and understanding. Staff provide children with lots of positive praise and encouragement for their efforts, attempts and achievements. Children demonstrate a good sense of responsibility for their behaviour and are consistently well behaved and polite. They share and take turns and have lots of opportunities to develop their independence through practical experiences such as helping themselves to fresh drinking water and selecting resources. Children are developing their understanding of keeping safe as they practise regular fire drills. They access various resources which support them to count with confidence, to recognise different shapes and to sort and match objects and numbers. Staff interaction supports children's learning through discussion, explanation and questioning. Thus, they develop suitable skills for the future.

Children's good health and well-being is positively promoted. Children experience a balanced range of regular activities, both inside and outside, which help develop their coordination and balance skills. They eagerly participate in games, ride on bikes and explore the garden area as they push and pull equipment, climb, run or use wheeled toys. During activities, children learn about keeping themselves and others safe, such as learning to use play equipment safely. A healthy and varied snack menu is available to promote children's understanding of healthy eating and they demonstrate an appropriate understanding of personal hygiene through established and well organised daily routines. The setting demonstrates a commitment to sustainability as they encourage children to use recycled materials in their play. Children also get involved in community activities and fund raising events, which raises their awareness of the importance of helping others.

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	2
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:

- undertake a risk assessment of the premises and equipment at least once in every calendar year and immediately, where the need arises (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 06/06/2011

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:

- take action as specified under compulsory part of the Childcare Register (Suitability and Safety of premises) 06/06/2011