

# Goxhill Pre-School

Integrated Services Building, c/o Goxhill Primary School, GOXHILL, North Lincolnshire, DN19 7JR

<b>Inspection date</b>	17/01/2014
Previous inspection date	11/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 provider has failed to ensure the Statutory framework for the Early Years Foundation Stage are met in all areas. They have failed to notify Ofsted of all committee members, which is a breach of legal requirement and puts children at risk of harm.
- The management team are unfamiliar with the required adult to child ratios, resulting in some instances where these are not met. Deployment of staff is also ineffective, which hinders children's health, safety and learning.
- Risk assessments are weak in some areas, this means appropriate action is not always taken to effectively minimise potential risks to children's health and safety.
- Observational assessments do not accurately monitor children's progress from their starting points and are not used to identify and plan purposeful next steps to support individual children's good progress.
- Supervision of staff is not robust as it does not provide effective ongoing support, coaching and training to ensure all staff improve their skills and provide children with consistently good quality teaching and learning experiences.

### It has the following strengths

- Overall, parents comment positively about the setting, confirming staff gather clear initial information to ensure their children's individual needs are met.

## 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 in the main playroom and the outside learning environment.
- The inspector held meetings with the manager of the setting and a member of the committee. She also spoke with staff and children when appropriate during the inspection.
- The inspector conducted joint observations with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Melanie Arnold

## **Full report**

### **Information about the setting**

Goxhill Pre-School was registered in 2010 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within shared premises in the Goxhill area of North East Lincolnshire, and is managed by a voluntary management committee. The setting serves the local area and wider communities and is accessible to all children. It operates from 9am to 3.30pm Monday to Friday, term time only. There is a secure outdoor area at the rear of the property for outdoor play, which is shared with the primary school foundation unit. Children are cared for in a main room and they also use a reception entrance room for supervised group activities.

The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. There are currently 36 children attending who are within the early years age group and who attend for a variety of sessions. The setting provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- develop knowledge of the required adult to child ratios to ensure these are maintained at all times
- ensure staffing arrangements are organised to meet the needs of children, with specific regard to ensuring that there are enough staff to supervise children in all areas to fully protect their safety at all times
- ensure risk assessment details clear procedures for staff to follow, including the closer supervision of younger children when they are involved in riskier play, like playing on the large climbing frame/slide and with the crates, stones and planks within the construction area, to minimise the potential hazards posed to young children
- ensure staffing arrangements are organised to enable staff to respond to children's emerging needs and interest so they continually guide each child's development through positive interaction and purposeful learning experiences
- ensure ongoing observational assessments more accurately monitor children's progress from their starting points and are used more effectively to identify and plan challenging learning experiences to support each child's development in all areas of learning
- ensure staff take a more active role in planning future activities which more effectively consider the individual needs, interests and stage of development of each child in their care
- conduct more effective and robust supervisions on staff to provide them with ongoing support, coaching and training to ensure each member of staff improves their skills and provides children with consistently good quality teaching and learning experiences.

**Inspection judgements**

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

Children's learning and development is not effectively promoted as teaching is inconsistent, resulting in variable learning experiences being delivered for each child. Ineffective deployment of staff, sometimes stemming from the setting not meeting the required adult to child ratios, results in children not always benefiting from good quality

learning experiences. This is because staff are unable to support children in their chosen play by responding to their emerging needs and interests and building on these to provide challenging, purposeful learning experiences. For example, children freely choose whether to play inside or outside and are supervised by one member of staff in each area. The other member of staff who is working directly with children is changing nappies, which means she is unable to engage in children's play. Children who are making self-portraits while sitting at the table inside with a member of staff, are adequately engaged. Whereas, the remaining children in the room play alone with no support and no active engagement by staff. This leads to some children wandering aimlessly around as there is no one to focus them. When playing outside, staff try to ask some appropriate questions as they start to engage in children's play. However, this is interrupted when the member of staff has to move around as she tries to continually supervise all children. The member of staff is therefore prevented from spending enough time with each child to provide quality learning experiences.

During group times, some staff provide children with good quality learning experiences, which are well thought out to meet the developmental needs of each child. For example, a member of staff skilfully retells a familiar story through the use of props, which sustains children's interest for a long period of time. The member of staff points to objects when counting them or when indicating what size they are, providing younger children with a visual stimulus to support their learning. For older children, she provides challenge as she skilfully asks them to identify the different size of the objects and to also identify the different words they could use for 'big'. However, other staff provide poor quality learning experiences, which do not maintain children's focus and interest as they provide little challenge. For example, during another group activity, the member of staff uses a game to encourage turn taking and to promote children's communication. While the member of staff does ask some appropriate questions, the overall activity is not sufficiently differentiated for children of varying abilities. This results in an overall ineffective learning experience. Children quickly becoming bored and disinterested as the activity lacks challenge as staff have not considered their individual needs and interests when planning the experience. Inconsistencies within teaching result in children receiving poor quality learning experiences overall.

Ongoing observational assessments are in place and shared with parents. Staff encourage parents to be involved with their children's learning through the use of 'what I like to do at home' sheets. This enables staff to gather information from home about children's current achievements and interests. However, observational assessments are not effectively used by staff to accurately monitor children's progress from their starting points to ensure every child achieves within all areas. They are also not used to identify and plan appropriate next steps to continually support individual children's learning. The manager currently plans the majority of learning experiences for children, basing this on the information she obtains from staff. However, termly planning does not include activities to support every child's next steps and weekly planning lacks clarity about how individual children's interests are supported through purposeful play experiences. This results in inconsistent teaching and learning experiences being delivered to all children, including those with special educational needs and/or disabilities. This hinders all children's learning and development and poorly prepares them for school.

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

Children are happy and relate generally well to staff. Clear information is ascertained from parents when they enrol their child at the setting, which results in the individuality of each child being met. Staff utilise this information to support children to feel settled and secure in the setting as they develop appropriate emotional attachments to their key person. Children's behaviour is generally good because staff offer regular praise and encouragement to each child. Staff follow appropriate strategies when managing children's challenging behaviour and they seek outside agency support to assess children if they consistently display unacceptable behaviour. This helps them to identify if children have any special educational needs and/or disabilities, with regard to behavioural issues, enabling staff to provide appropriate levels of support to meet these children's needs. Children develop their social skills as they start to form friendships and play cooperatively with their friends.

Children enjoy playing outside each day, providing them with opportunities to be active. They benefit from eating healthy meals and snacks, which promotes their well-being and they are encouraged to develop some independence with their health and self-care skills. However, as staff are not effectively promoting children's learning within all areas, including the prime areas, children are not developing a good knowledge of how to maintain their own health. Also, as risk assessments are weak, which puts children at risk of harm, this results in positive safety messages not always being reinforced with children.

Transition arrangements supporting children's emotionally readiness for school are quite strong. Once a week children are taken over to school with staff from the setting, providing opportunities for these children to become familiar with the school environment. The outside play space is also shared with the school, enabling children to develop bonds with school staff. This supports children to develop confidence and to be emotionally ready for when they transfer to school. Transition reports are provided to children's new settings, providing them with some information on children's skills and knowledge on which the new setting can continue to build.

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

The committee who form the registered provider are not all actively involved with supporting and overseeing the setting to ensure the learning and development and the safeguarding and welfare requirements are met. This hinders children's learning and compromises their safety. They are also not ensuring the requirements for the Childcare Register for older children are also met in all areas. The setting have breached requirements by not notifying Ofsted of all people on the committee, resulting in full suitability checks not being carried out on these people. This places children at risk of harm. The setting follows suitable recruitment and vetting procedures when employing staff, ensuring full suitability checks are conducted on the staff team. Safeguarding practices, in relation to staff's knowledge and understanding of child protection issues and procedures, is satisfactory. This helps to protect children's welfare within this area. However, risk assessments are weak in some areas. The setting has adopted some of the

school's risk assessments for equipment and play resources which are shared. This includes the climbing frame/slide and the construction area which contains crates, real rocks and large planks of wood. While the risk assessment procedures are generally acceptable for older children, the setting has given little consideration into any further procedures needed for their younger two year olds. This results in firm, robust procedures for the use of riskier play items not detailing adequate strategies to ensure all potential hazards to children's health and safety are minimised. The management team do not understand how to meet the required adult to child ratios, resulting in some occasions where these have not been maintained. This results in good quality care and learning experiences not always being promoted with all children because staff do not have enough time to focus on each child. This inspection was brought forward following a concern relating to nappy change procedures and parents not being advised of accidents and incidents involving their children, especially when injuries have been sustained. Staff change children's nappies at least once during each session and they also regularly check to see if any further nappy changes are needed to meet individual children's needs. The setting records accidents and notify parents of these as soon as they can. However, they have identified that although they do usually record incidents involving children, due to unforeseen circumstances a parent was not advised of an incident involving their child quickly enough on at least one occasion. The setting is making their own improvements in this area to ensure clearer messages are always passed on to parents in the future, to ensure this does not occur again. Although staff do try and supervise children, this is not always effective as deployment of staff is sometimes weak. The ineffective organisation of staff has a negative impact on staff's abilities to engage with children to meet their needs and to always adequately supervise them as they tend to have to flit from one activity to another. This results in instances where individual or groups of children are unseen by staff as their focus is on other children. For example, one member of staff supervises children playing outside. However, as she is the only member of staff outside for the majority of this time, she moves quickly from one group of children to another as she tries to supervise and keep them all safe. This results in periods of time where children are not adequately supervised when playing on the large climbing frame/slide as she has to move off to supervise children in the construction area. She then has to leave these children to move to another group of children playing in a different area on the bikes. The member of staff is unable to adequately supervise every child during this period of time, resulting in instances where children are not fully supervised, hindering their safety.

Children are cared for by a mainly qualified staff team, who display different teaching abilities resulting in children's variable learning. Performance management of staff is not robust. Staff are not improving their skills through effective support, coaching and training to ensure every child is consistently provided with good quality teaching and learning experiences. The manager is beginning to develop systems to monitor the educational programmes as she tries to work with staff to ensure each child achieves in all areas, but these are in the early stages of being implemented. Monitoring and evaluation of the setting's practices and procedures in all areas is weak as significant targets for further development have not been identified. This results in children not benefitting from continuous improvements to their care and learning needs. The setting works in partnership with parents, carers and other providers to support children's integration into the setting. Parents feel the initial information they are asked to share about their child is good and this enables the setting to meet their child's individual needs. Daily discussions

keep parents generally well informed about how their children have been each day and regular progress reports provide them with some information on their children's progress. The majority of parents advise that they are happy with the setting and the information they receive. They confirm their children enjoy attending and often request to attend for extra sessions or to stay longer for lunch.

### 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 all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- inform Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks (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. It will be monitored and inspected within twelve months of the date of this 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		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

<b>Unique reference number</b>	EY407555
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	950784
<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>	26
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Goxhill Playgroup Committee
<b>Date of previous inspection</b>	11/12/2012
<b>Telephone number</b>	01469535061

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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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