

Cottingley Pre-School

Cottingley Town Hall, Main Street, Cottingley, BINGLEY, West Yorkshire, BD16 1SX

Inspection date

17/09/2014

Previous inspection date

06/05/2009

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	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 lacks a secure understanding of the requirements of the Early Years Foundation Stage. This results in a number of breaches in requirements, including a failure to notify Ofsted of serious accident, which is an offence.
- Children are not safeguarded. The provider is unaware of the requirement to check the ongoing suitability of staff particularly with regard to the criteria for staff being disqualified from working with children.
- Children's welfare is not supported. The deployment of staff at lunch time is ineffective and this means children are able to eat from each other's plates.
- Children's health and well-being is compromised because staff do not provide meals that are healthy, balanced and nutritious.
- Teaching is variable and some resources and activities do not effectively meet children's individual needs and staff do not effectively manage children's behaviour. This impacts on their overall safety and reduces children's self-esteem, confidence and enthusiasm for learning.

It has the following strengths

- Staff engage well with parents on a daily basis. Parents are complimentary about the pre-school and say that staff are approachable and friendly.

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.

Inspection activities

- The inspector observed activities in the pre-school room and the outside learning environment.
- The inspector conducted a joint observation of a planned activity with the manager.
- The inspector looked at a range of documents, including the provider's self-evaluation form and checked evidence of the suitability of practitioners working with children.
- The inspector looked at children's learning journeys, assessment records, and individual planning documentation.
- The inspector held a meeting with the manager and spoke to children and staff throughout the inspection process.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Jones

Full report

Information about the setting

Cottingley Pre-school was registered in 1997 and is on the Early Years Register. It is managed by an elected committee of parents. The pre-school operates from within the Town Hall in the Cottingley area of Bradford. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The pre-school employs 9 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and three members of staff hold appropriate qualifications at level 2. One lunchtime supervisor holds an appropriate qualification at level 1. The pre-school opens from 9.15am until 3.15pm term time only. Children attend for a variety of sessions. There are currently 32 children on roll, of whom all are in the early years age group. The pre-school provides funded early education for two- three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- implement robust staff management procedures to ensure that the ongoing suitability of staff is checked, and that staff are made aware of their responsibility to inform the provider of any events that may affect their suitability to work with children
- ensure that the safeguarding policies and procedures include an explanation of the action to be taken in the event of an allegation being made against a member of staff and that this is understood by all committee members, managers and staff
- ensure that staff are aware of the requirement to notify the provider if they live or work in the same household as person who is disqualified
- implement an effective procedure in the event of serious accidents to ensure medical attention is sought quickly and effectively and that relevant agencies are informed
- ensure staffing arrangements are organised to ensure safety and to meet the needs of the children, with specific reference to supporting children at lunch time to prevent the risk of cross-contamination and sharing of food
- promote the good health of children, by developing their understanding of healthy lifestyles and ensuring they are provided with healthy and nutritionally balanced meals
- take action to ensure that the quality of teaching and the planning of activities take into account the individual needs, interests and stage of development of each child, to ensure that all children make good progress
- ensure that children's behaviour is managed in an appropriate way and children are given clear guidance, to help them to learn about what is acceptable behaviour, develop their self-esteem and ensure their safety.

Inspection judgements

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

The quality of teaching is inconsistent because some staff fail to interact with children consistently well and they do not extend children's learning. For instance, during a planned adult-led activity staff are more concerned with writing out observations of the

children rather than proactively interacting and extending their learning. Furthermore, some staff do not take sufficient account of children's interests or stage of development. They do not encourage children to be enthused about their activity or engage with children effectively. During a dough activity, staff are observed sitting with children and talking to the older children about the shapes of the cutters. The younger children are intrigued by the texture of the dough and one child strokes it gently against their cheek to feel the texture. Staff do not notice this and fail to extend her vocabulary or talk about textures and the sensory experience. As a result, children become bored, lose concentration and begin to climb on the chairs and then drift from one activity to another. This is because their interests are not recognised or known and some staff do not understand how children learn. Staff are unable to plan challenging activities that build on children's prior skills and knowledge to complement their learning. This demonstrates weak teaching that is not matched to children's individual needs. Consequently, some children, including those who speak English as an additional language and children with special educational needs and/or disabilities, are not consistently prepared for the next stage in their learning.

Some staff are able to adequately plan and facilitate activities to support children. For example, when children are in the construction area staff talk about the very tall tower that they are building. They introduce some mathematical language as they compare the height of the tower to the height of the children. Staff ask them to consider and compare concepts such as tall, taller and tallest. This interest is followed through as children obtain a ruler and they begin to measure how tall they are. This means that some children are engaged in purposeful play. The staff demonstrate an understanding of tracking children's progress. They monitor the progress of children termly. In addition, they complete the written progress check for children between the ages of two and three years, which covers the prime areas of learning. This is shared with children's parents and enables staff to identify if children are in need of additional support.

Children's progress is tracked and monitored by the manager. All children have an individual learning plan. These plans have targets, which are shared with parents to ensure continuity at home and in the setting. However, due to the inconsistencies in the quality of teaching, gaps in children's progress are not rigorously supported and in some cases they are widening. For example, children who are quiet during their time at pre-school are much more vocal when their parents collect them. This is because staff do not consistently and effectively communicate with children during their time at pre-school. Parents are kept up to date with events in the pre-school by newsletter and the parents' information board. Staff communicate with parents verbally on a daily basis. Termly parents' evenings are also held to enable staff and parents to talk about children's learning. As a result, parents are able to share in their children's learning and development.

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

The manager has a poor understanding of safeguarding procedures. This compromises children's safety and well-being as she is not clear about how to deal with potential inappropriate behaviour from staff. Children's good development and independence is

hindered by the height of some of the resources and equipment. Staff undertake daily risk assessments, but have failed to plan the environment well to provide sufficient challenging resources that the youngest children can reach safely and independently. For example, younger children are unable to access the sand in the sand tray or sit safely and comfortably at the tables and reach the resources. As a result, the youngest children are often not fully engaged in activities and resort to climbing on chairs to reach their playthings. This means that for large parts of the day the youngest children wander aimlessly around the provision. They repeatedly climb on furniture and occasionally fall off. Children are not consistently given appropriate guidance to support them to learn about what is acceptable behaviour. This is because staff do not use appropriate strategies to promote positive behaviour. For example, several members of staff repeatedly tell children not to climb on chairs without giving them reasons why. In addition, staff fail to distract children's inappropriate behaviour by encouraging them to participate in appropriate activities. This significantly hinders their learning because children are not stimulated or motivated to learn and this impacts on their confidence and self-esteem.

Children's healthy lifestyles are not effectively supported as staff do not provide children with healthy and nutritious meals. Children are provided with breakfast cereals that have a very high sugar content. The choice of breakfast cereals does not support the pre-school's ethos of good oral hygiene, despite having received an award for this in the past. Furthermore, the deployment of staff at lunch time does not support the safety and well-being of children effectively. This means that they do not learn about food hygiene and, at times, are able to eat from other children's plates. This seriously compromises their safety and well-being and places them at significant risk of harm with regard to eating food that they may be allergic or intolerant to. Children have access to fresh fruit and drinking water throughout the day. They enjoy playing outside and the staff have raised funds to provide all children with a waterproof coat. This means that children are able to play outside in all weathers.

Children are generally well settled in the pre-school and all children have a key person. There is a gradual settling-in process and staff learn about children's care routines in order to ensure their individual care needs are known. Parents are encouraged to stay with their children while they are settling in and each child's introduction to pre-school is tailored to meet their individual needs. For instance, children who find it hard to part from their parents are provided with more sessions until they are comfortable to be left.

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

The manager, who is also the lead representative of the committee, has a limited understanding of her roles and responsibilities to meet the requirements of Statutory framework for the Early Years Foundation Stage. Consequently, the provider is in breach of a number of legal requirements and this has a negative impact on children's care, learning and development. The provider was not aware of their legal duty to notify Ofsted, within 14 days, of a serious accident to a child that occurred in 2014 and this is an offence. The manager is not aware of the disqualification regulations governing the

monitoring of the ongoing suitability of staff and registered providers. She is not aware of assessing staff suitability in relation to the possibility of them living in the same household as another person who is disqualified or if a disqualified person is employed in that household. Consequently, staff are also unaware of this requirement. Staff are vetted appropriately at the time of their initial employment before they start work at pre-school, including the completion of the Disclosure and Barring Service checks. However, the provider is not clear about the procedures to be followed if there were concerns about the inappropriate behaviour or conduct of a member of staff. Therefore, children's safety and welfare are not assured. There is a child protection procedure in place and a procedure regulating the appropriate use of mobile phones and cameras within the pre-school. The management and staff demonstrate an understanding of these procedures and know what to do if they had concerns about a child's welfare at home. The premises are kept secure and all visitors are required to sign in. This means that staff are aware of who is on the premises. The manager acknowledges that improvements need to be made and is willing to seek advice and support from other professionals.

Most staff are qualified and some of the team have been working at the pre-school for a number of years. There is evidence of some ongoing training. Staff who attend short courses are encouraged to share the information at the weekly staff meetings. All staff have attended appropriate first aid training and the manager monitors this to ensure that all staff are suitably qualified to deal with accidents and emergencies. However, the provider is unaware of the procedure to follow should a child have a serious accident. This jeopardises children's health and well-being as professional emergency medical treatment is not routinely sought in a swift and appropriate manner. The committee, manager and staff regularly undertake self-evaluation. In addition, all staff receive annual appraisals and termly supervisions with the manager. She explains that these are used to reflect on the quality of the pre-school and identify training requirements and plans for the future. However, these are largely ineffective as the manager has failed to identify weakness with the quality of teaching. Furthermore, the provider is unaware of significant breaches to the requirements for the Early Years Foundation Stage. As a result, the provider has been unable to address these appropriately.

The management and staff have well-established relationships with the local children's centre, the local authority and other professionals. This enables the manager to signpost families to a range of support within the local community. The manager knows where to access support to help children to make progress in their learning and development. Parents are very complimentary about the staff and the pre-school. Some parents have had several children who have attended and speak well of the staff and how their children enjoy attending.

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	EY318768
Local authority	Bradford
Inspection number	873210
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Cottingley Pre School Playgroup Committee
Date of previous inspection	06/05/2009
Telephone number	07940 594 728

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

