

# Red Brick Pre-School Playgroup

St John Fisher/Thomas Moore Church, Bradford Road, Burley in Wharfedale, LS29 7PX

## Inspection date

26/11/2014

Previous inspection date

16/11/2011

## 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
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## The quality and standards of the early years provision

### This provision is inadequate

- Children are not sufficiently safeguarded because staff have a weak understanding of child protection procedures, the provider cannot confirm that first-aid requirements are met at all times and records of accidents and the suitability of staff and their qualifications are not maintained accurately.
- Teaching is weak and does not meet the needs of all children. This is because the provider does not adequately supervise, monitor and improve the quality of teaching or the knowledge and understanding of the staff.
- At times there are too few qualified staff attending to meet the requirements of the Early Years Foundation Stage.
- The provider does not ensure that assessments of children's progress are sufficiently frequent and accurate to enable staff to monitor children's progress, identify their next steps for learning and plan activities to meet their individual needs. The provider has not carried out the required progress checks for children between the ages of two and three years.
- Partnership working with others is not frequent enough to ensure continuity for children.

### It has the following strengths

- Children happily enter the bright and welcoming pre-school and are confident and sociable.

## **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 care routines in the main playroom and the outdoor learning environment, and spoke with children and practitioners at appropriate times during the inspection.
- The inspector held a meeting with the manager and carried out a joint observation with them.
- The inspector looked at children's records of learning, assessment records and planning, as well as sampling a range of other documents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and viewed the provider's self-evaluation document.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Rachel Ayo

## **Full report**

### **Information about the setting**

Red Brick Pre-School Playgroup has been operating from the current premises since 1980 and was re-registered by a private individual in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the church Hall at St John Fisher/Thomas Moore Church in the Burley-in-Wharfedale area of Ilkley.

Children are cared for in one main playroom and have access to an enclosed outdoor play area. The pre-school opens five mornings a week, from 9.15am to 12.15pm, during term time only. A lunch club is offered each day, from 12.15pm to 1.15pm. Children attend for a variety of sessions. There are currently 11 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. It employs four members of childcare staff, including the provider, who is also the manager. Three staff members hold appropriate early years qualifications at levels 3 to 5.

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

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

- ensure that at least one person with a current paediatric first-aid certificate is always available on the premises when children are present, in order to promote children's safety and welfare, and that records are available to confirm this
- ensure that all staff understand the safeguarding policies and procedures to be followed when child protection concerns arise, including when an allegation of abuse is made against any person working in the pre-school, in order for them to know how to protect children from harm and where to obtain advice and support
- ensure that information about staff qualifications is recorded and that the information recorded about staff vetting processes that has been completed includes the accurate date any Disclosure and Barring Service check was obtained and the details of who obtained it
- monitor accident records and ensure that they consistently include details of any first-aid treatment administered, in order to promote children's well-being and improve the efficient and safe management of the pre-school
- ensure that at all times the person in charge of the pre-school has at least a level 3 qualification and that at least half of the other staff have a full and relevant qualification at level 2 or higher
- monitor and improve staff knowledge of the learning and development requirements and their quality of teaching, and ensure they all have access to an adequate programme of professional development
- enable a regular two-way flow of information with providers where children attend other provisions, so that there is a shared and consistent approach to supporting children's progress and achievements
- ensure that assessments are rigorous and accurate, and use them to focus planning on children's next steps for learning and to monitor the progress of individuals and particular groups of children, so that all children are supported in making the best possible progress
- implement the progress check for children between the ages of two and three years; provide a short written summary for parents and use the check to identify and address any areas where children may need extra support.

## Inspection judgements

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

The quality of teaching is insufficient. Staff do not have a secure enough understanding of some aspects of the learning and development requirements. They identify children's interests and link these into the pre-school provision through topic-themed planning which covers the seven areas of learning. However, there are weaknesses in the assessments of children's individual next steps for learning. This is because they are not used well enough to tailor each child's learning experiences around their specific needs through targeted learning that is linked to their planning. This also means that where children's key person is absent, other staff are not able to support children's individual learning fully. Staff use a tracking document to review children's progress every three months. However, the provider is unable to interpret the information as there are no dates on this, assessments are inconsistent and they do not accurately reflect children's actual stages of development. This prevents the provider from effectively monitoring and supporting individuals or particular groups of children's progress. Furthermore, the provider has no awareness of the requirement to undertake a progress check for all children aged between two and three years. She is unaware of how this promotes partnership working with parents and can be used to help inform other professionals' assessments, such as health visitors. Staff cannot use the check to identify areas where progress is less than expected and how this can be addressed. Furthermore, they cannot ensure that parents have a clear picture of their child's development. Staff do, however, chat to parents about new achievements and emerging interests, and encourage parents to support aspects of learning, such as children's early skills in reading, writing and mathematics. Information about current topics is also included in newsletters for parents, so that they can help to consolidate children's learning at home.

A key strength of the pre-school is the bright and accessible environment. For example, although staff have to set up and clear away each day, they enhance areas with mobile display boards and provide ample resources at child height. This enables children to initiate their own play and recall and reflect on their learning. Consequently, they are acquiring the basic skills that prepare them for their next stages in learning as they move on to school, by playing and exploring. For example, children eagerly enter the pre-school and readily find something to do after they self-register. This helps them to develop early skills in reading and writing as they find their name. They develop imagination while playing in small groups with small world toys, such as the pirate ship. As they do so, they express and develop their own ideas and choose ways to do things. While accessing the computer, children practise their small physical skills as they use the mouse and learn about how things work.

The provider acts as a positive role model with regard to her own teaching techniques. For example, she asks 'What else might we put in the treasure chest?' as children introduce a narrative about pirates into their play. This fosters children's creative and critical thinking skills. She also uses spontaneous opportunities to extend children's learning; for example, she brings their attention to the large vehicle and workmen laying new tarmac on the road, asking questions about this. However, as a result of the weakness in the supervision

arrangements, some aspects of the quality of teaching are ineffective and inconsistent amongst members of staff. Consequently, this has a negative impact on children's learning due to a lack of understanding of the ways children learn and how they can foster this. For example, although children are initially enthusiastic as they put on their aprons for the adult-led baking activity, staff lack the necessary skills to engage and motivate them. This results in children losing interest, becoming bored and lacking concentration. This leads to some boisterous behaviour, which staff struggle to manage, becoming a little impatient. Furthermore, staff do not always notice when the youngest children, new to the pre-school, require support, for example, when they are unfamiliar with the process of creating a collage. Staff do, however, sit alongside children as they play and adequately support their communication and language. For example, they talk to them about what they are doing and while exploring the dough, practitioners show children how to create a ball shape. This introduces early mathematical concepts to them.

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

Certain aspects of children's welfare are insufficiently promoted. This is because members of staff lack a secure knowledge of child protection procedures and the provider is unable to confirm that first-aid qualifications are met. Accident records are not accurately maintained and there is a lack of information to confirm that vetting processes for staff are carried out appropriately. Furthermore, there is a lack of regular two-way flow of information between practitioners where children attend more than one setting. Consequently, children's emotional well-being is not supported well enough as they move between settings. Children do, however, build secure attachments with practitioners, as a result of an appropriate key-person system and gradual settling-in visits. Staff appropriately find out about children's interests and their likes and dislikes during this period, with some parents completing a document that includes more personalised information. This helps staff to get to know the children and help them settle, for example, by providing favourite toys for them to play with. Where children are new to the setting and ask for their parents, they are reminded about the daily routine, so that they are gently reassured about when they will be going home. This helps to foster their sense of security. Teachers are invited into pre-school and school uniforms are provided in role-play areas in preparation of children leaving for school. This helps to foster children's continued sense of security.

Children behave appropriately and are sociable with each other. For example, they link up during activities, such as small world play, where they enjoy making up a narrative, sharing ideas and playing cooperatively. They are appropriately encouraged to manage self-care tasks, such as putting on their coats and boots to play outside. Children also take turns to be the snack time helper, carefully carrying the crackers and fruit to the table. Furthermore, they pour their own drinks. Because children are encouraged to be independent, this helps to prepare them for their future move to school. This is fostered further as children learn to listen to others in small groups, develop confidence in their communication skills and respond to instructions, such as helping to tidy up or lining up patiently to go outside.

Staff model and encourage appropriate hygiene routines. For example, they wash their

hands after wiping noses, before preparing the morning snack and before baking, encouraging children to do the same. Such routines help children to learn about practices which contribute to healthy lifestyles. Children make healthy choices about what they eat. This is because they have only healthy snacks and parents are encouraged to follow the healthy eating ethos when considering what to put in children's packed lunch boxes. Children also harvest their own food in the planting and growing plot in the garden area and help to make healthy meals, such as soup. Practitioners enhance children's understanding by planning activities, such as vegetable and potato printing, arising from the autumn topic and displayed on a 'healthy eating' board. Children benefit from fresh air and exercise, accessing the outdoor area at least once during the pre-school sessions. This reinforces messages about the importance of a healthy lifestyle. Children enjoy running around and develop confidence in their large physical skills as they play ball games and negotiate space while riding on wheeled toys. Staff help children to learn about risk taking, for instance, as they use the slide, and children's understanding of dangers and keeping themselves safe is reinforced, for example, by visits from the police.

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

The provider does not have a sufficient understanding of the safeguarding and welfare requirements and the learning and development requirements. Therefore, she does not fulfil her responsibilities in meeting these, which results in there being a number of breaches in legal requirements. These have a negative impact on children's learning and welfare and on the efficient and safe management of the pre-school. It also means there are breaches in the legal requirements of the compulsory and voluntary parts of the Childcare Register. Although members of staff have been on training, they cannot confidently identify who they would seek advice from outside of the pre-school, for example, if they have concerns related to the provider. Furthermore, the person designated to take responsibility for safeguarding does not have a secure enough understanding of reporting procedures. This includes how to manage any allegations of abuse or neglect made against herself or any other person who works at the pre-school. Consequently, children's safety and welfare are not assured. Staff can, however, suitably identify potential signs of abuse or neglect and are aware of internal reporting procedures. This contributes to some aspects of keeping children safe, as do the appropriate recruitment processes and the safety and security of the premises. Although the provider explains that all staff have a current paediatric first-aid certificate, these are not available for inspection. Consequently, she cannot confirm that first-aid requirements are met at all times, in order to promote children's welfare.

Certain records are not maintained appropriately, in order to promote the efficient and safe management of the pre-school. This is because staff do not consistently include the details of any first-aid treatment that has been administered. The provider fails to identify this because accident records are not monitored as part of effective risk assessments. Furthermore, the provider does not record information about staff qualifications, or the accurate date of suitability checks for practitioners and details of who obtained these. Although adult-to-child ratios are adhered to, which helps ensure children's safety and well-being, qualification requirements are not met. This is because on certain days the

manager works with an unqualified member of staff. This has a negative impact on the quality of children's experiences.

The provider, who works directly in the pre-school as the manager, does have some systems in place for evaluating her provision. For example, she attends cluster meetings with early years colleagues and holds team meetings with her staff. However, she has not kept fully up to date with some of the changes made to the Early Years Foundation Stage framework. Consequently, she has failed to identify key weaknesses and does not precisely identify areas for improvement that will have the most impact on children's care and achievements over time. As part of this, the provider does not monitor assessments, in order to ensure that these are consistent, precise and display an accurate picture of all children's skills, abilities and progress. This means that she cannot successfully identify individuals or groups of children who may have particular needs, in order to monitor their progress rigorously and ensure early intervention, so that achievement gaps are narrowed. The provider holds supervision meetings with the staff. However, these are ineffective in focusing on their quality of teaching, in order to target key training to ensure they fully understand and implement all aspects of their role and continue in their professional development.

Parents receive a variety of information about the pre-school, which enables them to make an informed choice about their children's care and learning and promotes a shared and consistent approach. For example, policies and procedures are shared when children enrol and these are accessible for parents to revisit at any time. Furthermore, an array of information is displayed in the entrance and friendly face-to-face exchanges take place as children are dropped off and collected. Newsletters are also used as an additional communication tool. Parents spoken to on the day of the inspection are very complimentary about the pre-school. Some links are established with other providers where there is shared care. For example, documents tracking children's progress are exchanged, however, some are inaccurate and information is limited. Consequently, these are ineffective in helping staff to gain a full picture of all of a child's achievements, in order to complement their learning fully and balance children's experiences with those in other settings.

### 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 at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- train 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 at least one person who is caring for children has an appropriate first-aid qualification (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

<b>Unique reference number</b>	EY262710
<b>Local authority</b>	Bradford
<b>Inspection number</b>	860567
<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>	24
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Helen Michelle Reynolds
<b>Date of previous inspection</b>	16/11/2011
<b>Telephone number</b>	07971 407768 01943 462346 07951 637614

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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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