

Middlethorpe Pre-School

Middlethorpe Primary School, Highthorpe Crescent, CLEETHORPES, South
Humberside, DN35 9PY



Inspection date

Previous inspection date

12 November 2015

31 May 2012

| 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 | | Good | 2 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is inadequate

- The registered provider has failed to notify Ofsted of changes to members of the committee and the pre-school's manager in a timely way. This means that Ofsted were not aware of the manager and necessary procedures to ascertain the suitability of some committee members have not been completed.
- The manager has not considered how to enhance staff's professional development and help some staff to raise their teaching to an even higher level.
- Group times are not organised well enough to support all children including those with special educational needs and disabilities.

It has the following strengths

- The quality of teaching is good overall and sometimes outstanding. Children are busy and engaged in their play and learning. They are appropriately challenged and staff prepare them very well for the next stage in their learning.
- Staff use their observations and assessments to plan sharply focused next steps in learning for children. This helps all children, including those in receipt of funding, to make good progress, particularly in their social development and communication.
- Parents make positive comments about the care their children receive from the welcoming and approachable staff team. Information from parents about their children's interests and progress at home is valued by the staff.
- Children demonstrate the very close attachments they have with their key person. Warm and positive relationships ensure children feel safe, settle well and are emotionally secure in the pre-school.

What the setting needs to do to improve further

To meet the requirements of the Childcare Register the provider must:

| | Due Date |
|---|------------|
| ■ ensure that Ofsted is provided with all necessary information about changes to members of the committee | 12/11/2015 |
| ■ ensure that Ofsted is kept informed about any changes to the person managing the pre-school. | 12/11/2015 |

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

- enhance arrangements for the professional development of staff to help all staff to achieve an even higher standard of teaching
- improve how any group times undertaken are organised to ensure that they support all children's learning, including those with special educational needs and disabilities, more effectively.

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 completed a joint observation with the pre-school's manager.
- The inspector held a meeting with the pre-school's manager and provider.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has failed to notify Ofsted of changes to committee members. This means that the pre-school is overseen by some committee members whose suitability has not been assessed. This affects the leadership and management, which, in turn, affect children's well-being and safety. The provider has also failed to notify Ofsted of the appointment of a new manager. This did not have a significant impact on children's safety because the provider ensured that appropriate suitability checks were carried out. Staff demonstrate that they are secure in their knowledge of the procedures to follow in the event of safeguarding concerns. Recruitment and induction procedures for staff are secure. The manager has regular meetings with staff to discuss and arrange training opportunities. However, this is not yet fully effective in developing the teaching of all staff. Links have been developed with other settings children attend, including the on-site school. The manager uses information from parents and staff to set targets to improve the learning experiences children receive.

Quality of teaching, learning and assessment is good

Staff are knowledgeable and some are well qualified. Children enjoy staff involvement in their play and activities. Staff support children to feel confident to try new experiences and to challenge their own abilities. They plan a varied range of learning experiences for children. However, during some group times children, including those with special educational needs and disabilities, are expected to sit for long periods, which does not always promote their learning well. Children develop their mathematical and literacy skills. They enjoy making marks as they use water and brushes to paint outside. Children recognise their name when they arrive. Older, more-able children are beginning to draw shapes and count the number of children and adults present.

Personal development, behaviour and welfare are inadequate

Children have daily opportunities to play outside in the fresh air. Children have access to drinking water and join in physical movement activities to music. Children say that these times are to 'wake our brains up'. This means that children are learning to stay healthy. However, not all committee members have received appropriate suitability checks to ensure children stay safe. Children are encouraged to develop their independence and sense of responsibility. They help to tidy away and learn to manage their self-care needs. The assigned key-person system ensures staff get to know children and their parents well. Children behave well and they understand the expectations for behaviour. They listen to staff when they give reminders about using manners.

Outcomes for children are good

Children are happy, independent and confident learners. They make good progress from their starting points. Additional funding received for children is used to enhance their learning opportunities.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY417171 |
| Local authority | North East Lincolnshire |
| Inspection number | 863901 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 28 |
| Number of children on roll | 45 |
| Name of provider | Cleethorpes Childcare |
| Date of previous inspection | 31 May 2012 |
| Telephone number | 01472 694266 |

Middlethorpe Pre-School was registered in 2010. The pre-school employs 10 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6 and five at level 3, including one with Early Years Professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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