

Hollins Pre-School Playgroup

Hollins Community Centre, Hollins Lane, Bury, BL9 8AT



Inspection date	19 November 2015
Previous inspection date	4 December 2014

	This inspection:	Inadequate	4
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The manager cannot show how different groups of children are achieving in their learning, including those who receive additional funding to help them catch up.
- Safeguarding is not effective because the manager is unclear about what to do in the event of a member of staff leaving or being dismissed for reasons connected with safeguarding or child protection. Staff deployment sometimes does not ensure children's safety, for example, when they are on the combined slide and climbing frame.
- The manager and deputy have rightly identified that some assessments of children's progress are not accurate, which limits how well staff plan for children's future learning.
- Self-evaluation does not take into account weaknesses such as the lack of progress made in improving how well staff use questions to extend children's learning. This is despite the manager challenging staff about this regularly in supervision sessions.
- The provider failed to inform Ofsted about changes to the committee, or that a previous manager is now the deputy. Children's hours of attendance are not recorded accurately. These are breaches of requirements.

It has the following strengths

- The manager and deputy manager prepare an interesting environment each day, both inside and out, in which children enjoy activities which support all areas of learning. Children have close and supportive relationships with their key persons, and the atmosphere is calm and happy. Parents report high levels of satisfaction with their children's care and learning.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ make sure that staff deployment arrangements protect children's safety, for example when they use the combined climbing frame and slide 	20/11/2015
<ul style="list-style-type: none"> ■ make sure that those responsible for safeguarding in the setting understand their duties regarding making a referral to the Disclosure and Barring Service in the event of a member of staff being dismissed (or who would have been dismissed if they did not leave first) because of reasons linked to harming a child or putting a child at risk of harm 	18/12/2015
<ul style="list-style-type: none"> ■ make sure that children's hours of attendance are recorded accurately 	20/11/2015
<ul style="list-style-type: none"> ■ improve the quality of teaching and learning by making sure arrangements to observe staff lead to precise feedback which helps them to improve how they organise activities, question children and model accurate speech 	16/01/2016
<ul style="list-style-type: none"> ■ improve the precision of assessment of children's learning and progress, so that plans for children's next steps are based on an accurate view of what children know and can do, and use this information to show how well the achievement gap between different groups of children is closing 	16/01/2016
<ul style="list-style-type: none"> ■ make sure that Ofsted is informed of any change to the person who is managing the provision, and of any changes to the committee. 	04/12/2015

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

- improve the accuracy of self-evaluation by taking into account the extent to which the setting meets the legal requirements, and the impact of assessment and teaching on children's learning and progress, especially with regard to how well groups of children at risk of falling behind are catching up with their peers.

Inspection activities

- The inspector observed staff interacting with children both in the main hall and in the garden in order to assess the impact this has on children's learning and development.
- The inspector carried out three joint observations with the manager, who also accepted the inspector's invitation to observe practice alongside the inspector throughout the inspection.
- The inspector spoke to a sample of staff about safeguarding and about arrangements to manage their performance and help them improve.
- The inspector held a formal meeting with the manager, and held short discussions with the manager throughout the inspection. The inspector also spoke to the deputy, staff and children at appropriate times.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector discussed the manager's evaluation of the setting's effectiveness, looked at improvement planning documents and at staff supervision records, including the records made following the deputy's review of staff's assessments of children's learning.
- The inspector tracked three children and looked at a sample of their assessment records. Other documents reviewed included accident records, registers and a broad selection of policies and procedures including those supporting safeguarding.

Inspector

Linda McLarty

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager and deputy recognise that some staff's assessment of children's progress is not accurate and is not based on sufficient evidence of learning. The manager uses the regular supervision sessions to challenge staff to improve assessment and their use of questions to extend children's learning. She acknowledges that teaching has not improved enough in the last year. She has planned to provide external training and support to develop how staff move children's learning on. However, the manager's evaluation of the setting's effectiveness is too generous. It does not take into account the breaches to the legal requirements, the impact of the weaknesses in teaching and assessment or the inability to demonstrate how different groups of children are making progress.

Breaches include not notifying Ofsted of some significant events, such as recent changes to the committee and previous changes to the management. The current system of recording all children as arriving at 9am is not an accurate record of children's hours of attendance as some children arrive after this time. By not meeting all of the legal requirements the committee and manager indicate that they do not fully understand their legal responsibilities.

Safeguarding is not effective. Staff can identify many of the indicators of a wide range of harm that children may experience, and know how to report concerns about children or about adults working in the setting. However, the manager was unaware of the correct referral procedure to follow should staff leave for reasons connected to safeguarding or child protection. Although this has not happened in this setting, this indicates a lack of knowledge of referral procedures to ensure unsuitable staff do not work undetected in other settings. At times, the deployment of staff does not ensure children are safe when using the climbing frame.

The manager has been proactive in helping her team update their knowledge of wider safeguarding issues. For example, she acquired the presentation materials of a training course to help staff identify children and families who may be at risk of radicalisation. As a result, staff have a basic understanding of what to do if they identify children and families at risk.

Since the last inspection the manager and staff have improved the extent to which they work with parents to support children's learning and development. Parents report good information sharing which enables them to build on children's learning at home. The manager is trying hard to develop productive partnerships with local schools to support children's move to full-time education. The setting has been made secure following the recent burglary.

Quality of teaching, learning and assessment is inadequate

Although all staff are qualified, they do not use questions well to extend children's learning. This is despite the manager constantly identifying this as an area for improvement for a number of staff. Too many staff still ask questions too quickly, do not give children enough time to think or answer, and sometimes answer for children. Some staff do not give children a good example of how to speak accurately. This does not move children's learning on or prepare them well enough for the next stage of their learning or for school. Staff occasionally do not organise activities effectively. For example, in a group cooking activity staff provided only one bowl and spoon so children were unable to join in

and jostled impatiently to see what was happening. Although the member of staff explained what she was doing well, some children lost interest and learnt very little. A group singing activity based on an action song was not organised well enough to give children sufficient room to move, despite the large space available. Children really enjoyed an activity in the indoor tent, examining interesting items such as torches, headlights and hats with battery operated lights. Staff followed children's interests satisfactorily when children wanted to develop the activity into a bear hunt in the hall and garden. Younger children enjoyed using magnifying equipment to examine a snail, taking turns and sharing well.

Personal development, behaviour and welfare require improvement

The manager has worked well with the local authority to improve how well the key person system helps children to form close attachments with their main carer. For example, staff implemented the suggestion to take responsibility for their key children's physical care needs rather than doing nappy changing or toileting duties on a rota. This has strengthened the attachments between children and their key persons. The staff use praise well to recognise and reward children's specific achievements, which builds children's confidence. They give children opportunities to learn practical skills like dressing themselves independently. Children behave well. They copy the staff's enthusiasm for the activities on offer and are becoming keen learners. Children get regular opportunities for physical exercise in the fresh air, and to develop their climbing and balancing skills. Children are reminded to keep themselves safe. Despite this, deployment of staff around the climbing frame and slide does not ensure sufficient support for children using this equipment.

Outcomes for children are inadequate

As assessments are not always reliable, it is not possible to say that all children are reaching the levels typical for their age, or making enough progress. The manager does not yet monitor to check if gaps between different groups of children are closing.

Setting details

Unique reference number	316853
Local authority	Bury
Inspection number	1023089
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	29
Name of provider	Hollins Pre-School Playgroup Committee
Date of previous inspection	4 December 2014
Telephone number	0402 213 960 and 07702 213 960

Hollins Pre-School Playgroup opened in 1972. It is managed by a committee, and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large community centre in the Hollins area of Bury, Lancashire. There are currently 29 children attending in the early years age range. The pre-school is open from 9am until 4pm, Monday to Friday, during term time only. The nursery provides funded early education for two-, three- and four-year-old children. It also receives additional funding through the Early Years Pupil Premium. The pre-school employs seven members of childcare staff, including the manager, all of whom have appropriate early years qualifications at level 3 and above. The manager holds an honours degree in an Early Childhood field of study. The pre-school also employs a bookkeeper.

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