

# Roberttown Community Centre Pre-School



Roberttown Community Centre, Church Road, Liversedge, West Yorkshire, WF15 7LS

<b>Inspection date</b>	18 November 2015
Previous inspection date	7 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Outstanding	1
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

- Ofsted have not been informed of changes to some members of the committee. This means that legal procedures have not been followed in a timely way to ascertain the suitability of these persons.
- The committee are not fully aware of their legal responsibility for the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage.
- The management team do not always target the professional development of staff strongly enough in order to raise the quality of teaching to a higher level.

### It has the following strengths

- Key-person relationships are well established and children have developed close emotional bonds with staff. They know the children well and plan effectively for each individual child, based on their interests and developmental needs.
- Partnerships with parents are strong. There is a shared approach to children's learning, ensuring that they receive consistent support which enhances their care and development.
- Children behave well in response to staff's clear expectations for their good behaviour.
- All staff are enthusiastic and very motivated, and consistently explore ways to improve the quality of the provision. They provide a very welcoming learning environment, where children settle well and form secure relationships with staff and their friends.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that Ofsted are provided with the necessary information to enable them to carry out suitability checks on members of the management committee</li> </ul>	11/12/2015
<ul style="list-style-type: none"> <li>■ ensure the committee are fully aware of their responsibilities in regard to the Statutory Framework for the Early Years Foundation Stage.</li> </ul>	11/12/2015

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

- enhance the professional development of staff to increase their potential to deliver the highest quality teaching.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager, sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector undertook a tour of premises.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.

### Inspector

Jenny Firth

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider has failed to ensure that they meet all of their legal roles and responsibilities. Some members of the management committee have not completed the necessary checks with Ofsted to ensure their suitability. This is a breach of the safeguarding and welfare requirements and also applies to the Childcare Register. This impacts on children's well-being and safety. Nevertheless, staff have a clear understanding of their child protection responsibilities and how to respond to any concerns to protect children from harm. They know and understand the signs and symptoms of abuse. Staff are well qualified and this has a good impact on children's progress. The manager monitors children's progress well, enabling staff to identify and address any gaps in development. Regular meetings are held with staff to discuss and arrange training opportunities to enhance their practice. This helps to support children and extend their learning. However, the management team do not always make the best use of opportunities to develop and enhance staff practice to the highest level. Partnerships with parents are strong; communication is regular and effective.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of the learning and development requirements. They observe children as they play and plan well using their good knowledge of their interests. Staff help children to develop good communication, listening and speaking skills. They talk to children, ask thought provoking questions and give them time to think and respond. Children are keen to explore activities and resources that promote their learning and development. They skilfully carry bricks in a builder's carrier so that they can build a wall in the outdoor area. There are opportunities for children to develop their physical skills, for example, they ride bikes, climb the traversing wall and play with balls. They enjoy singing rhymes, listening to stories and making music using a range of musical instruments.

### Personal development, behaviour and welfare are inadequate

Children's welfare is compromised as the provider has not completed the relevant checks on committee members. Staff create an environment that is warm, welcoming and friendly. There is a very effective key-person system and staff understand children's needs very well. They are calm and nurturing as they reassure children when they become a little unsettled and support their emotional well-being very well. Staff acknowledge children's good behaviour, in order to help them develop positive attitudes and to build their confidence.

### Outcomes for children are good

Children are happy and settled. They are enthusiastic and keen to engage in activities. Children of all ages and abilities make good progress because staff have a good understanding of how they learn through play, interaction and repetition. Children learn the key skills needed to prepare them for the next stage of their learning and the move on to school.

## Setting details

<b>Unique reference number</b>	311343
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	855283
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Roberttown Community Centre Pre-School Committee
<b>Date of previous inspection</b>	7 November 2011
<b>Telephone number</b>	07979221091

Roberttown Community Centre Pre-school opened in 1972. The pre-school operates during term time, between 9am and 12.30pm on Monday and 9am until 3pm on Tuesday to Friday. The pre-school supports disabled children and those with special educational needs. There are also systems in place to support children who speak English as an additional language. The pre-school employs eight members of staff, most holding recognised early years qualifications. The pre-school provides funded education for two, three- and four-year-old children.

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