

Hulland Community Pre-School



Hulland C of E Voluntary Controlled Primary School, Firs Avenue, Hulland Ward, ASHBOURNE, Derbyshire, DE6 3FS

Inspection date 11 January 2016
Previous inspection date 12 July 2013

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

Summary of key findings for parents

This provision is inadequate

- The provider has not notified Ofsted of changes to the management committee. This means that some of the adults responsible for the provision have not yet been checked to ensure they are suitable for their role.
- The management team does not provide effective supervision of staff to identify where teaching needs to improve.
- Staff do not provide effective support for children's next stage of learning to help them make good progress.
- Planning is not effective enough to ensure that children are consistently provided with good quality adult interaction and a well-organised environment.

It has the following strengths

- Children enjoy daily opportunities to be outside and enjoy fresh air and exercise. They enjoy a healthy snack.
- Staff manage children's behaviour very effectively. They are calm and consistent in their approach. They give support to help children to manage their own behaviour.
- Staff provide effective support for children as they start at the setting. They also help children to feel comfortable as they move on to school or nursery.

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"> ■ inform Ofsted of any changes to members of the governing body 	25/01/2016
<ul style="list-style-type: none"> ■ improve the supervision of staff to identify and support weaknesses in teaching and ensure that children are supported to make good progress in their learning 	10/06/2016
<ul style="list-style-type: none"> ■ plan challenging experiences for each child, taking into account their stage of development, and ensure there is effective support for their next stage of learning 	10/06/2016
<ul style="list-style-type: none"> ■ improve the quality of teaching to ensure that children benefit from a well-organised environment and purposeful staff interaction during child-initiated play. 	10/06/2016

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 manager.
- The inspector held a meeting with the manager and chair of the management committee. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has not notified Ofsted of changes to the management committee. This impacts on children's safety as Ofsted have not been able to check the suitability of all adults who make decisions about the setting. Other aspects of safeguarding are effectively implemented. Checks are undertaken on staff to establish their suitability. Staff closely supervise students and have a suitable understanding of the action they should take if there are concerns about a child's welfare. Staff receive supervision sessions, but these are not fully effective. Leaders do not evaluate the quality of teaching and identify where practice needs to improve. The pre-school takes appropriate steps to work in partnership with other settings that children attend.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not make the best use of their childcare qualifications to provide consistently good learning opportunities. Systems in place to monitor children's progress are not yet fully effective. Staff observe children and assess their stage of development. However, they do not review children's next steps in learning often enough and do not always provide the support needed to help children to quickly move forward in their learning. When staff interact with children during activities they provide some effective support. Children enjoy playing with the shaving foam. Staff encourage them to make marks and describe what they are doing. Some children like to involve themselves in imaginative play with their friends and recreate favourite stories. However, planning does not ensure that children receive enough support, particularly during child-initiated play. Therefore, children can wander about and are not always engaged in purposeful activity.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised because the management team has not made sure that all of the safeguarding requirements are met. However, other aspects of children's welfare are appropriately supported. Children enjoy coming to the pre-school. Parents and carers explain how they specifically chose this setting because of the positive features. They comment on things such as the community feeling and very caring staff. Staff regularly share and gather information with parents and carers to provide consistent support for children. There are age-appropriate toys and resources to cover the areas of learning. Staff have made some changes to teaching as a result of training attended. For example, they ensure resources in the role-play area reflect children's home experiences. However, staff do not organise the indoor environment well enough. Children struggle to move around without treading on the vast amount of toys and resources that are out. Children also struggle to spread out due to limited space between the furniture.

Outcomes for children require improvement

Weaknesses in planning and the lack of rigour in supporting children's next stages of learning mean that they do not yet make consistently good progress. However, children do learn some skills for their future learning.

Setting details

Unique reference number	206800
Local authority	Derbyshire
Inspection number	1028801
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of provider	Hulland Community Pre-School Committee
Date of previous inspection	12 July 2013
Telephone number	01335371939

Hulland Community Pre-School was registered in 1972. It is run by a management committee. It is based within Hulland C of E Primary School. The pre-school employs six members of childcare staff, all of whom are qualified at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. 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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