

# Southfields Pre-School

Southfields Community Centre, Stanground, Peterborough, Cambridgeshire, PE2 8RY



## Inspection date

Previous inspection date

14 October 2016

18 December 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 provider has failed to ensure that Ofsted has been notified of all committee members and provided with the required information so that their suitability can be assessed.
- New systems for checking the progress being made by groups of children are not yet fully effective in helping staff to tailor their teaching even more sharply. Some gaps in practice are not always swiftly recognised, such as weaving mathematical concepts more meaningfully into children's play.

### It has the following strengths

- Staff are knowledgeable about the children in their care and show a good appreciation for their different backgrounds. Children quickly form emotional bonds with staff and settle well into the daily routine. They are confident to explore and make choices in their play.
- The quality of teaching is good. Staff plan and deliver a broad range of interesting activities both inside and outdoors, which provides children with good opportunities to be active and engage in exploratory play.
- Parents are involved in their children's learning. They are invited into the pre-school to share their knowledge and support activities. Parents are given ideas about how to enhance their children's learning at home.
- Supervision meetings take place, helping to support staff in their professional development. Training is identified and completed to further improve staff's skills, knowledge and interests in order to enhance the children's experiences.

## 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
■ ensure that Ofsted is provided with the necessary information about committee members to enable the suitability assessment processes to be completed.	21/12/2016

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

- sharpen the focus on checking the progress made by different groups of children, identifying the impact of any gaps in teaching on their levels of attainment.

### 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. She looked at relevant documentation, such as the 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**  
Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. Ofsted has not been provided with the necessary information about all committee members who make up the registered body responsible for the pre-school. While Disclosure and Barring Service checks have been obtained by the individual members, this information has not been passed on to Ofsted to enable the full suitability checking procedures to be completed. This has a significant impact as the committee are able to make decisions about the provision and be privy to information about children and their families. Despite this, the nominated person from the committee, who is also the manager, has ensured that all staff working directly with the children have undergone Disclosure and Barring Service checks to assess their suitability. Staff are knowledgeable about child protection issues and understand how to report any concerns. Parents comment positively about the pre-school and particularly about how well their children have settled. Secure systems are in place for working with other providers and schools.

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

Activities capture children's interest and help motivate them to learn. Children are inquisitive. They ask lots of questions to help develop their understanding. Children are inspired to write shopping lists as they pretend to visit the shops and buy vegetables to make a stew in the mud kitchen. They enjoy the sensory experience as they touch and smell the onions and peppers. Staff enhance learning through conversation about the vegetables children see and other items they buy when they visit real shops. Staff introduce new and unusual words, such as celery, into children's vocabulary. Management is just beginning to focus on checking the precise progress different groups of children make in the pre-school. However, systems are not yet embedded to ensure that gaps in staff practice are always quickly identified and accurately planned for.

### Personal development, behaviour and welfare are inadequate

Parents have not been assured of the suitability of those legally in charge of the pre-school and who are charged with making decisions about their children's care and education. However, in other aspects children's welfare is suitably supported. Children arrive happy at the setting. They approach staff with ease. Behaviour is good. Staff are positive role models for children; they encourage polite behaviour and teach young children valuable skills, such as how to share and take turns. Children learn about people and places in their local community. They go on walks and take trips on a bus. Staff help children to develop an understanding of a healthy lifestyle. During physical activities children listen well and copy the actions of the staff. They flap their wings like a bird and count the number of star jumps they do. Children learn about the effect of exercise on their bodies as they move slowly to cool down. Children are supervised well at all times to ensure their safety.

### Outcomes for children are good

Children make good progress from their individual starting points and are working comfortably within their typical age range. Additional funding for children is used

effectively to support their learning in the pre-school. There is a strong focus on preparing children for their move to school. Children are confident. They make friends and are developing their independence through routine activities.

## Setting details

<b>Unique reference number</b>	260888
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1059486
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Southfields Community Playgroup
<b>Registered person unique reference number</b>	RP902477
<b>Date of previous inspection</b>	18 December 2012
<b>Telephone number</b>	07550 942589

Southfields Pre-School has been operating since 1969. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am on a Monday and from 8.45am until 3.15pm Tuesday to Friday. 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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