

Hotspur Early Years Preschool



Ouseburn Community Centre, Mowbray Street, Heaton, Newcastle upon Tyne, NE6 5PA

Inspection date

17 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching varies. Staff do not use their assessments of children to accurately plan targeted experiences and opportunities to support children's next steps in learning. Children are not always best supported to reach their full potential.
- Staff do not always challenge children or extend children's thinking skills sufficiently, or consistently look at how to encourage all children to be involved in activities.
- Staff do not include enough information for parents when completing the progress check for children aged between two and three years, or share it with them efficiently. Partnership working with health visitors is not fully promoted due to a delay in the setting sharing information for the integrated review.
- Other than attending mandatory training, staff's professional development does not focus strongly enough on the quality of teaching and learning.

It has the following strengths

- Children form secure attachments with their key persons. Staff hold regular discussions with parents so they know how to meet each child's individual needs, contributing strongly to children's emotional well-being.
- Staff are kind and caring, and act as appropriate role models to promote children's positive behaviour. Staff encourage children to share and take turns, and praise their efforts and achievements.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure all staff use assessments effectively and plan activities to meet children's individual learning needs	24/01/2017
■ share the summary of the progress check with parents in a timely manner so they can work in partnership with the health visitor, including accurate details of areas where children's progress is less than expected and the strategies staff use to support them.	24/01/2017

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

- support staff in recognising the opportunities that arise from some daily routines to promote children's enthusiasm and motivation for learning more effectively
- strengthen the current arrangements for professional development to focus more strongly on the quality of teaching and learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents and carers during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and staff reflect on what they provide and seek parents' views. They identify some improvements they would like to make to the provision. However, monitoring of children's development has not effectively identified the inconsistencies in the quality of teaching and how to best use assessment to plan for individual children. Staff receive regular supervision meetings with the manager and she works closely with them. However, they have not received relevant guidance or training, to help them improve their ability to support children's learning and development to a good standard. Safeguarding is effective. Staff are knowledgeable about safeguarding matters and the procedures to follow should they have any concerns about a child's welfare. Daily checks of the environment are completed to ensure all potential hazards to children are minimised.

Quality of teaching, learning and assessment requires improvement

Staff complete a progress check for children aged between two and three years. However, there has been a delay in sharing this with parents and the health visitor as part of the integrated review. It does not effectively identify next steps for children's learning so that support can be provided to benefit the child. The qualified staff support children to follow their interests in self-chosen play. Children access a suitable range of resources. Staff help children to make salt dough. Children measure, scoop and mix ingredients in bowls with tools and their hands. However, staff do not promote children's thinking and reasoning skills, such as encouraging children to consider what the dough feels like. Generally, staff interact well with children during activities and support their developing communication skills. Staff use pictorial timetables and sign language to help children with delayed speech or children who have special educational needs or disabilities. During regular song and rhyme sessions children quickly pick up what words will come next through staff signing. However, staff do not always make sure that all children are engaged during such activities, particularly children who are new to this type of activity.

Personal development, behaviour and welfare are good

Children develop strong independence with their self-care and learn to adopt healthy lifestyles. They have regular opportunities to play outdoors where they engage in many physical activities. They competently move in a wide variety of ways, such as pushing themselves round in cars or on a scooter. Indoors they really enjoy moving their bodies during music and movement time. Children learn about healthy eating. They choose from a wide selection of fruits at snack time. Staff talk to children about the different foods and children discuss which ones are their favourites. On outings children learn about the world around them. They collect leaves and observe them falling from the trees.

Outcomes for children require improvement

Overall, children gain confidence and make some progress in their learning from their starting points. Children demonstrate listening skills and generally respond well to adults' instructions. They enjoy small tasks, such as helping to tidy away the toys ready for a new activity. Children acquire basic skills to prepare them for the next stage in their learning, such as school.

Setting details

Unique reference number	EY485990
Local authority	Newcastle
Inspection number	1010193
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	18
Number of children on roll	18
Name of registered person	Hotspur Early Years Preschool Community Interest Company
Registered person unique reference number	RP534321
Date of previous inspection	Not applicable
Telephone number	0191 2759950

Hotspur Early Years Preschool was registered in 2015. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am to midday. 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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