

# Watoto Pre-School

139 Catherine Road, SHEFFIELD, S4 7HJ



## Inspection date

26 January 2017

Previous inspection date

18 October 2013

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 does not have an adequate knowledge of the procedure to follow to ensure that all committee members have their suitability checked by Ofsted. This means that not all committee members have had their suitability checked.
- The manager has not yet fully embedded the new systems to monitor the progress made by different groups of children to help close any gaps in their learning.
- During some group activities, staff do not always promptly identify those children who are not highly engaged and challenged in their learning.

### It has the following strengths

- The management team and staff work very well in partnership with parents, other agencies and professionals to support children who have special educational needs and disabilities.
- The manager and deputy manager support staff in their roles through supervision, appraisal and staff meetings. They discuss their individual key children and professional development opportunities.
- Children's communication and language skills are supported well by staff. They use a good range of strategies to help develop children's understanding and speaking skills. For example, they use sign language, gestures, props and visual aids.
- Staff are good role models. They give children lots of praise and encouragement to celebrate their achievements. This helps to raise their self-esteem. Children behave very well and display affection towards 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:

#### Due Date

- ensure that Ofsted is provided with all the necessary information about changes to members of the committee in a timely way so that the required suitability checks can be carried out. 26/01/2017

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

- monitor the progress of different groups of children to help all children make as much progress as possible
- plan activities even more effectively to ensure that all children are highly engaged and motivated to learn.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has failed to notify Ofsted of changes to committee members. This means that the pre-school is overseen by some committee members whose suitability has not been assessed. This compromises children's welfare and safety. However, staff do know the signs and symptoms of abuse and where to report concerns. Recruitment procedures for new staff are thorough and the induction process ensures that staff are qualified and provide good quality teaching. Further training helps staff to effectively support children's developing communication and language skills. The process for evaluating the setting includes gathering information from parents, children and staff. This helps the manager to identify changes to improve the experiences children receive. Information about children's levels of learning is passed on to schools when they move, to support continuity in their learning.

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

Staff provide targeted support for children who have special educational needs and disabilities. This helps them to become emotionally secure in the pre-school and to progress at a good rate. Staff know the children well. Observations of children's learning help them to monitor the good progress children make. Staff provide opportunities for children to develop their awareness of their own and other cultures. They arrange for children to see a variety of different animals from around the world, such as a snake and bearded dragon. Parents comment positively about the pre-school. They say that staff are very supportive and help them with their children's individual needs in the pre-school and at home.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not assured because not all committee members have had their suitability checked. Parents cannot be assured of the suitability of committee members who are legally charged with making decisions that affect their children. Children help staff to plant fruit and vegetables in the pre-school's garden and learn about how they grow. They eat some of the produce and sell the rest to parents, helping to raise money for more resources to support their interests. Staff promote children's good health. For example, they ensure that children brush their teeth and wash their hands prior to eating. Children are independent. They have free access to a wide range of toys to support their interests. Younger children help staff to cut up fruit for snack time. Older children help staff to prepare the table for lunch.

### Outcomes for children are good

Children make good progress from their starting points. They are confident and keen to explore the environment indoors and outdoors. Children develop good literacy skills. They listen to stories and use tools and utensils to make marks on paper. Children develop their physical skills outside. They negotiate climbing steps and run around the wide space available to them. Children thoroughly enjoy playing hide and seek with staff and their friends.

## Setting details

<b>Unique reference number</b>	EY367292
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1065098
<b>Type of provision</b>	Full-time 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>	56
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Black Women's Resource Centre Watoto Preschool
<b>Registered person unique reference number</b>	RP907319
<b>Date of previous inspection</b>	18 October 2013
<b>Telephone number</b>	0114 2751817

Watoto Pre-School was registered in 2008. The pre-school employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The pre-school opens from Monday to Friday for 48 weeks of the year. Sessions are from 8am until 5pm. 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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