

# Harthill Pre-School

Harthill Junior and Infant School, Pre-School Unit, Union Street, Harthill, Sheffield,  
South Yorkshire, S26 7YH



## Inspection date

Previous inspection date

13 February 2017

19 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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 all members of the committee have completed the necessary checks with Ofsted in a timely way to ensure their suitability. They have failed to provide Ofsted with information about the nominated person for the pre-school.
- At times, the monitoring of staff practice does not precisely identify the support they need to help them, in order to raise the quality of their teaching to a higher level.
- The manager has not yet developed a fully effective system to monitor the progress that different groups of children are making.

### It has the following strengths

- Staff are skilful in supporting children's early communication and language skills. They listen to children and respond to their interests during play. Children are motivated to learn and are keen to get involved in activities.
- There is a relaxed, homely and welcoming environment throughout the pre-school. Children form very close relationships with staff. This contributes towards children feeling safe and emotionally secure.
- Children who have special educational needs and/or disabilities are supported well to make good progress given their capabilities. Staff work in close partnership with parents and other professionals to support children's specialist care and ensure consistency.
- Parents speak very positively about the pre-school. They comment how well staff know their children and the good progress their children have made. Parents state that they are kept well informed about their children's progress and how they can support learning at home.

## 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> |
|--|-----------------|
| ■ ensure that Ofsted is provided with the necessary information to enable suitability checks to be carried out on all committee members in a timely way. | 15/02/2017      |

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

- develop the existing monitoring of staff practice to precisely tailor the support given to them, in order to help raise the quality of teaching to a higher level
- build on arrangements for comparing the progress made by different groups of children and for checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

### 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 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 number of parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Arrangements for safeguarding are not effective. Robust procedures for checking the suitability of committee members and the nominated person have not been followed. This means that people who are responsible for the leadership and management of the pre-school have not had their suitability verified. This compromises children's welfare and safety. Nevertheless, all staff have attended safeguarding training and have a good understanding of their role in keeping children safe. They know what to do if they have any concerns about a child's well-being. The pre-school seeks the views and opinions of parents, staff and children to continually develop their service. Additional funding is used effectively to support children's interests and learning needs. Good links have been established with the host school, helping to ensure continuity of learning and care.

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

Staff are well qualified and experienced, and know all the children well. They complete regular observations and assessments to identify what children can do and their next steps for learning. Staff use the information from these to effectively plan learning experiences that promote children's development. Children enjoy learning through play and staff are skilful in weaving in children's next steps in learning. Staff help children to develop their counting skills as they play alongside them. They line up and count shells, adding one more and checking how many they now have. Children fill and empty different-sized pots as they explore space and capacity, making potions in the water. Staff set them a challenge to carefully pour from one container to another and calculate how many small containers they might need to fill the larger pot.

### **Personal development, behaviour and welfare are inadequate**

Children's safety and well-being is compromised as the suitability of people in positions of influence has not been verified. Time is spent gradually introducing children in to the pre-school. Staff greet children warmly each day and show an interest in what children have to tell them about what they have been doing at home. Children behave well and use good manners. Staff are good role models. They help children to learn to take turns, share and be kind and respectful of each other. Children benefit from fresh air and spend time outside each day being active. They build their physical skills riding on wheeled toys, running, chasing and throwing balls.

### **Outcomes for children are good**

Children of all abilities, including those who receive funded education, are making good progress. Children's literacy skills are developing well. They learn to write their names and recognise the sounds that letters make. Toddlers develop an early understanding of technology, using a mouse and keyboard to play a memory game on the computer. Children are learning to be independent. They put on their own coats and wash their hands before snack often without the need for staff prompts. Children develop early reading skills. They listen to a story and answer questions about what might happen next. This contributes to them developing a love of books. Children gain the skills needed for future learning and in readiness for the move on to school.

## Setting details

<b>Unique reference number</b>	303235
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	1063920
<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>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Harthill Pre-School Committee
<b>Registered person unique reference number</b>	RP525257
<b>Date of previous inspection</b>	19 July 2013
<b>Telephone number</b>	01909 774 708

Harthill Pre-School was registered in 1998. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and the manager holds early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday for pre-school children, with the option of staying for lunch club until 1pm. The afternoon session is 12.10pm until 3.10pm for children aged two years old. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

