

# Farnsfield Pre-school Playgroup

Methodist Schoolroom, Chapel Lane, Farnsfield, Nottinghamshire, NG22 8JP



<b>Inspection date</b>	29 March 2017
Previous inspection date	24 June 2014

<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 does not have an adequate knowledge of the procedure to follow to ensure that all committee members have their suitability checked by Ofsted.
- Staff do not always obtain enough information from parents about children's developmental starting points to help them to plan fully for children's learning from the outset.
- Staff do not organise some group sessions well enough to encourage younger children to fully focus and enjoy their learning experiences.

### It has the following strengths

- Children behave well and enjoy making choices about their play. Staff are consistent in their approach to behaviour management and teach children the importance of being kind to others and sharing.
- Staff use their ongoing observations of children's play to provide a range of exciting activities that incorporates children's interests. Children make good progress relative to their individual capabilities.
- All children, including those who have special educational needs and/or disabilities, are supported to make good progress. Additional funding is used effectively to target areas where some children need extra support, such as language and communication. Staff provide focused activities, such as listening and attention groups to help children catch up with their peers.

## 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"> <li>■ 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.</li> </ul> | <p>10/05/2017</p> |
|---|-------------------|

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

- gain more detailed information from parents to help identify children's developmental starting points, and use this information to plan activities and experiences more accurately from the outset
- review the organisation of group activities to enable younger children to fully participate, and ensure their enjoyment and learning are enriched during these times.

### Inspection activities

- The inspector observed children and staff during activities and learning experiences indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held discussions with the chair of the committee, deputy manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records and discussed how staff assess children's progress.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has failed to notify Ofsted of changes to committee members. That said, staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have concerns about a child's welfare. The management has an effective programme of supervision and professional development for all staff. This has a positive impact on outcomes for children and helps staff keep up to date with their knowledge and skills. The manager monitors children's progress and promptly identifies where they may need additional support. Management and staff seek feedback from parents, children and other professionals, helping them to evaluate the care and education they provide. Partnerships with other professionals and settings children attend are strong. These links help to ensure consistency in children's learning and development and contribute towards the good progress children make.

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

Staff are well qualified. They regularly monitor the individual progress that children are making and use this information to identify what they need to learn next. Children develop good literacy skills. They enjoy listening to stories and use tools and utensils to make marks on paper. Staff develop children's understanding of mathematical concepts well. Children are encouraged to count, and they talk about different shapes and sizes as they build with bricks. All children are able to access French lessons where they enjoy learning key words in a different language. Parents speak highly of the setting. In particular, they are pleased with the progress their children make.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not assured. Even so, staff know the children well and establish trusting relationships with them. Children are happy and respond well to staff, inviting them to join in their play. Children develop physical skills as they play bat and ball games and football. They visit nearby shops and the local park. This supports children in understanding and valuing their local community. Children proudly help staff to prepare and serve a nutritious snack for their friends to enjoy. Staff supervise them while they use small knives to cut and chop fruit, helping children to manage risk.

### Outcomes for children are good

Children are confident to explore the well-resourced environment. They use their problem-solving skills as they move planks of wood and tyres around to make a balancing bridge to walk across. They are willing to try new experiences and ask questions to further develop their understanding. Children persevere with tasks and help each other as they play. They learn key skills in preparation for their move on to school.

## Setting details

<b>Unique reference number</b>	509224
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1087846
<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>	42
<b>Name of registered person</b>	Farnsfield Pre-School Committee
<b>Registered person unique reference number</b>	RP522312
<b>Date of previous inspection</b>	24 June 2014
<b>Telephone number</b>	01623 882499

Farnsfield Pre-school Playgroup registered in 1991. The pre-school is open Monday to Friday from 9am until 3pm, term time only. There are seven members of childcare staff, all of whom hold an early years qualification at level 3. The pre-school provides funded early education for children aged two, three and four years.

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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