

Old Hutton Pre-School

Old Hutton Village Hall, Old Hutton C of E School, Kendal, Cumbria, LA8 0NQ



Inspection date

3 July 2017

Previous inspection date

5 February 2014

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 notify Ofsted of changes to members of the committee. They have failed to provide Ofsted with the required information to enable them to carry out suitability checks. This poses a risk to children's safety and welfare. This is also a requirement of the Childcare Register.
- Self-evaluation does not focus strongly enough on the outcome of planned changes to ensure improvements are targeted and will achieve maximum impact on outcomes for children.
- On occasion, during large-group activities, staff are not always perceptive to the mixed ability of the group in order to provide the most able children with sufficient challenge.

It has the following strengths

- The manager demonstrates passion and commitment. She highly values the staff team and provides good support through systems of supervision and performance management that are tailored to the needs and working dynamic of the team.
- Staff prepare children particularly well for their eventual move on to school and good priority is placed on children's high emotional well-being. Staff work very closely with the link school to ensure continuity for children as they prepare to move up to the Reception class.
- Children are happy, confident and demonstrate a good attitude to their learning. They are, generally, deeply engaged during play as staff plan using children's own interests and ideas. Children make good progress in their learning.

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 are provided with the necessary information to enable them to carry out suitability checks on committee members. 15/07/2017

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

- use self-evaluation more effectively and focus more precisely on the impact of planned changes
- enhance teaching during group activities, particularly with a wide age range of children and provide even more challenge for the most able children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during play, inside and outside.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and chair of the committee.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the pre-school's planning, policies and procedures and self-evaluation.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has failed to ensure that Ofsted have the information they need to carry out checks that ensure that all committee members are suitable for their role. However, in-depth recruitment procedures help to ensure that staff working directly with children are suitable to do so. Staff are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Children's progress is subject to close monitoring. The manager can swiftly identify emerging gaps in children's learning and areas of the educational programme that require enhancing. Children who have special educational needs and/or disabilities receive excellent support. Staff are deployed effectively, based on qualifications, skills and experience, to work closely with children, their families and involved professionals to ensure continuity of care and learning. Systems for self-evaluation are not in place to more effectively focus on the impact of planned changes.

Quality of teaching, learning and assessment is good

Staff are well qualified and, generally support children's learning well through strong teaching. Staff make regular and accurate assessments of children and plan effectively for what children need to learn next. Staff are skilful in using children's ideas to steer learning in different directions. For example, children use their imaginative skills as they pretend to be doctors and patients in the role-play hospital. Staff join in with their storyline and suggest the doctors write down the injuries, helping promote children's literacy skills well. Staff go on to ask children about the different roles adults have and to draw upon their experiences from home. Children make valuable contributions to discussions and demonstrate very good communication skills. Parents are widely involved in their children's learning and are encouraged to share what they know about their children's learning at home.

Personal development, behaviour and welfare are inadequate

The welfare of children is not totally secure because the provider has not ensured that members of the committee have been thoroughly vetted. Children benefit from the small-group size and close support they receive from staff, promoting strong and positive relationships well. Children behave well and take steps to support others to follow the pre-school rules and routine. Children are effective risk assessors and learn to manage their own safety very well. For example, they carefully navigate through the conservation area, showing a good understanding of safe distances they should keep from the pond and nettles. Children develop a good understanding of healthy lifestyles. They are aware of the need to drink plenty of water during warm weather and after physical activity. Children enjoy a wide range of opportunities to play outside and participate in physical activity.

Outcomes for children are good

Children are keen and successful learners who enjoy their time at pre-school. Older children begin to blend letter sounds and some children learn to read simple sentences. Younger children develop good literacy skills and physical skills to develop strength in their hands and fingers necessary for early writing. Children display good social skills. They play

cooperatively with their older and younger peers and confidently approach new visitors to the pre-school. Children develop the skills they need for their future learning and in readiness for school.

Setting details

Unique reference number	501095
Local authority	Cumbria
Inspection number	1087835
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	12
Number of children on roll	20
Name of registered person	Old Hutton Pre School Committee
Registered person unique reference number	RP907282
Date of previous inspection	5 February 2014
Telephone number	01539720309 or 07403667031

Old Hutton Pre-School registered in 2003. The pre-school is open from 9am to 3pm, Monday to Friday. In total, four staff work at the pre-school, all of who hold relevant qualifications. The pre-school receives funding to provide free 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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