

Garforth Pre-School

Welfare Hall, Main Street, Garforth, Leeds, West Yorkshire, LS25 1AA



Inspection date

3 July 2017

Previous inspection date

3 June 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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The manager has not obtained enhanced criminal records checks for all persons who have regular access to children or implemented procedures to check their ongoing suitability.
- Staff do not understand the safeguarding policy. They do not follow the procedures for the use of mobile phones in the setting.
- The setting does not have a designated staff member who is competent to take the lead for safeguarding and provide support, training and guidance for other staff.
- The quality of teaching is variable. Planned activities do not stimulate or challenge children. This does not help them make the best possible progress.
- Staff do not provide opportunities for children to develop an understanding of how to live a healthy lifestyle or further develop their self-help skills during snack time.
- The manager has not fully developed ways to monitor staff's performance effectively.

It has the following strengths

- Staff have worked hard to develop partnerships with parents and other settings children attend, such as schools. They have extended the ways to share and gather information to promote continuity.
- Staff use opportunities during children's self-chosen play to help them develop basic literacy and numeracy skills. This helps to prepare them for starting school.
- Staff prepare the environments carefully to capture children's interests when they arrive. Children show enthusiasm in selecting their own areas to learn and play in.

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching indoors and ensure that planned activities are purposeful, stimulating and challenging in order for children to make good progress	24/09/2017
■ obtain enhanced criminal records checks and ensure that all persons who have regular access to children are suitable to do so	24/07/2017
■ implement the setting's safeguarding policies and procedures at all times, particularly in regard to the use of mobile phones	24/07/2017
■ designate a member of staff to take the lead responsibility for safeguarding in the setting and ensure they are trained and competent to fulfil this role in order to keep children safe.	24/07/2017

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

- provide children with further opportunities to develop their understanding of healthy lifestyles and increase their existing self-help skills
- monitor and review the impact of staff's teaching and skills more rigorously to help them improve and develop professionally.

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 to the children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning folders and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The manager does not check the ongoing suitability of all people over 16 years of age who work with children, neither has she obtained enhanced criminal record checks to verify their suitability. There is a policy in relation to the use of mobile phones and cameras, however, staff do not adhere to this and use their phone in areas where children are present. The manager has not ensured that she has a member of staff to take the lead responsibility for safeguarding. These weaknesses have a significant impact on children's safety. The staff team are qualified, however, the manager does not complete robust supervision to help develop their teaching skills or identify areas for professional development within their role. Systems for self-evaluation have started to identify some weaknesses in the setting.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently plan activities that meet children's learning needs or stimulate their interests. For example, staff gather all children together to listen to farm animal sounds. Older children quickly lose interest and are not suitably challenged. There are a lack of resources to help young children engage and they leave the activity after a few minutes. However, during children's self-chosen play staff interact effectively with them and enhance their learning. Outdoors, children show interest in playing creatively with the musical instruments and physical play resources. Staff encourage them to experiment with sounds and model actions and words to help develop their understanding and language skills. The manager uses the observations of children's learning to complete assessments of their progress. She identifies and monitors any areas where children's progress is slower and focuses teaching to avoid any gaps in their development.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management means that children's safety and welfare is compromised. However, staff do help children to develop an understanding of how to keep themselves safe and encourage them to manage small risks independently. Children have secure bonds with staff and new starters settle in quickly. Parents leave positive feedback and say that staff are welcoming and talk to them to share children's care and learning information. Children have opportunities to learn about other people and the similarities and differences between them. Staff help them to manage turn taking and children show kindness to each other. This helps them to develop their social skills and self-esteem. Children enjoy sitting together to share fresh fruit, however, staff do not talk to them about healthy eating or the importance of good hygiene.

Outcomes for children require improvement

Inconsistent teaching means that not all children are not supported to make enough progress across all areas of learning. The lack of purpose during planned activities for young children means they do not benefit from teaching that is matched to their learning needs consistently. The majority of older children show readiness for starting school and develop their early writing skills.

Setting details

Unique reference number	512711
Local authority	Leeds
Inspection number	1087855
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	12
Number of children on roll	26
Name of registered person	Garforth Pre-School
Registered person unique reference number	RP910239
Date of previous inspection	3 June 2014
Telephone number	0113 232 0421

Garforth Pre-School registered in 1978, it is situated in Garforth, Leeds and it is managed by a voluntary committee. The pre-school operates from the main hall in Garforth Miners Welfare Hall. The pre-school employs four members of childcare staff, of whom one holds a relevant qualification at level 2, two are qualified at level 3 and one has qualified teacher status. The pre-school uses three unqualified volunteers. The pre-school opens from Monday to Thursday during term time and their opening times are from 9am to 12.10pm.

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