

# Hotspur Early Years Preschool



Ouseburn Community Centre, Mowbray Street, Heaton, Newcastle upon Tyne, NE6 5PA

## Inspection date

6 July 2017

Previous inspection date

17 January 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not effectively use their assessments of children's individual learning needs to plan targeted and challenging experiences. This particularly relates to children's learning in literacy and mathematics.
- The manager does not ensure that concerns and complaints raised by parents about the pre-school are recorded. It is not clear how the outcomes of investigations have been notified to parents.
- Monitoring of staff practice is not yet highly focused on developing the quality of teaching to a good level.

### It has the following strengths

- Children enjoy coming to the welcoming, friendly pre-school. Staff build good relationships with them and get to know their individual preferences.
- Children behave well. They follow instructions from staff and understand the expectations, such as putting toys away at the end of the session.
- Good quality information is received from parents when children first start attending. This provides continuity in the care children receive.
- Partnerships with local schools are good. Effective arrangements help children to become familiar with their new teachers and environment before they move on.

## 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
■ use what is known about children's assessments to plan challenging activities in all areas of learning, particularly literacy and mathematics, in order to target what they need to learn next	21/07/2017
■ improve procedures for recording all concerns and complaints raised by parents, ensuring the outcome is shared with the complainant.	21/07/2017

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

- strengthen systems for the monitoring of staff practice to help raise the quality of teaching to an even higher level.

### 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 manager.
- 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

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager has improved some systems to monitor children's progress, however, this does not yet extend to all areas of learning. Progress made by children in literacy and mathematics is not reviewed sufficiently to identify and address emerging gaps in their learning. Systems for ongoing support and coaching for staff are not fully effective. The monitoring of their practice is not highly focused on developing the quality of teaching to a good level. The manager aspires to improve. She has developed aspects of practice by working on some of the weaknesses identified at the last inspection. She works closely with her local authority advisers and makes good use of external professionals to support children who need it most. This is helping to close some gaps in children's learning. Overall, partnerships with parents are sound. They are encouraged to share what their children have been learning at home. However, procedures for recording and responding to complaints raised by parents are ineffective. The manager has not kept a written record of parents' concerns or how the outcome of any investigation of the concern has been shared with them. s. Safeguarding is effective. A safe environment is provided. Good procedures are in place should staff have any concerns about a child's welfare.

### Quality of teaching, learning and assessment requires improvement

Children do not progress as well as possible. Staff do not use what they know from assessments about each child's learning needs to plan targeted and challenging experiences in all areas of learning. Staff's knowledge of promoting children's communication and language in play is improving well. For example, they model words clearly for children and use strategies, such as signing, to help children extend their vocabulary. Children are provided with good opportunities to learn about plants and growth. Staff help children to develop an understanding of the conditions required for growth. Children enjoy watering plants and share their knowledge with each other.

### Personal development, behaviour and welfare are good

Staff provide good levels of care. They are calm and attentive to children's emotional needs, particularly if they become upset during their play. Staff help children to build their sense of self-worth and confidence in their abilities. They praise children's efforts, which motivates them to try activities for themselves. Staff promote children's good health and well-being effectively. Children learn about healthy eating and enjoy daily outdoor play, which helps develop their physical skills. For example, staff take small portable speakers outside and children enjoy dancing to their favourite music.

### Outcomes for children require improvement

Children's learning and development is not supported well enough to ensure they make enough progress in all areas. Despite this, children learn some of the skills they need in readiness for school. They are confident and sociable learners who take pride in helping staff with daily routines. Children develop independence skills as they access the toilet themselves and show an awareness of good hygiene practices.

## Setting details

<b>Unique reference number</b>	EY485990
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	1083458
<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>	18
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Hotspur Early Years Preschool Community Interest Company
<b>Registered person unique reference number</b>	RP534321
<b>Date of previous inspection</b>	17 January 2017
<b>Telephone number</b>	0191 2759950

Hotspur Early Years Preschool was registered in 2015. The pre-school employs four members of childcare staff. All, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during, term time only. Sessions are from 9am to midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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