

# Hartshorne Pre-School Playgroup

Hartshorne C of E Controlled Primary School, Main Street, Hartshorne,  
SWADLINCOTE, Derbyshire, DE11 7ES



<b>Inspection date</b>	14 July 2017
Previous inspection date	11 April 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 designated lead person for safeguarding has not attended child protection training or trained staff effectively in this. She has not ensured that the manager and staff understand their roles and responsibilities to protect children from being drawn towards extreme views and behaviours.
- During some activities, staff do not make the most of opportunities to encourage children to find out why they think things happen to help extend their learning.
- Self-evaluation is not sufficiently robust to help the manager consistently identify any breaches in the requirements or target areas for improvement.

### It has the following strengths

- The manager and staff have positive relationships with parents, helping them to meet children's care needs. They involve parents in all aspects of their children's learning.
- There is a calm and happy atmosphere in the pre-school. Staff show care towards the children and form close relationships with them. Children are learning good social skills and behave well. They share and take turns and are beginning to respect each other's views and opinions.
- All children make good progress. Staff use the information from their observations and assessments well to plan for children's next stage in learning. They adapt activities to support children who have special educational needs and/or disabilities.

## What the setting needs to do to improve further

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

#### Due Date

- ensure that the designated lead person for safeguarding attends training to gain up-to-date knowledge of safeguarding issues and can support the manager and staff to have a clear understanding of their duty to prevent children from being drawn towards extreme views and behaviour 30/09/2017

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

- extend children's learning further and encourage them to think about why things happen
- strengthen self-evaluation to ensure that it accurately identifies significant weaknesses to improve the quality of the pre-school and outcomes for children.

### Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager. She took into account the views of parents spoken to on the day of the inspection.
- The inspector spoke to the key persons about the children's development and their progress in learning. She also discussed how they identified children's next steps and planned for their individual needs.
- The inspector discussed the staff's suitability and qualifications with the manager. She also sampled the policies and procedures, the nursery's action plan and discussed the safeguarding procedures.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The designated lead person for safeguarding, the manager and the staff are not up to date with current safeguarding legislation and how to recognise when children may be at risk from extreme views and behaviours. However, they do recognise the signs and symptoms that indicate a child is at risk of harm. In addition, they understand where to refer any concerns about a child in their care or any allegations made against a member of staff. The recruitment procedures are effective and ensure staff are suitable. The manager has made some improvements since the last inspection and addressed the recommendations, such as analysing the progress different groups of children make in their learning. However, self-evaluation is not accurate enough to identify the more pressing weaknesses, such as poor knowledge of safeguarding issues. The manager monitors staff's performance through, for example, supervision sessions and appraisals. She builds partnerships with staff at local schools to help provide continuity of learning.

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

Staff use their qualifications and experience to promote children's learning well and understand that they learn through play. Staff, generally, interact well with children during activities. However, they do not consistently extend children's learning to find out why things happen. For example, while making ice lollies, staff did not ask children what would happen to the liquid or how the ice lollies would be made. Staff know the children well and their current stage of development. They hold purposeful conversations with the children, helping develop their speaking skills. Children have opportunities to use their imaginations. For example, they become pirates as they play with the sand and the toy pirate ship and evolve this play into becoming superheroes.

### Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding mean that children's safety cannot be assured. However, staff care well for the children's physical needs and are attentive to their requirements. Children are confident and move freely around the environment inside and outside, selecting their play. They approach staff confidently to ask for help. Staff support children to learn about hygiene practices, such as toilet training and washing their hands before eating. They provide opportunities for children to become aware of healthy food options, such as making fruit kebabs. Children learn about many events, such as festivals, and benefit from interesting resources that reflect communities from around the world.

### Outcomes for children are good

Children are keen learners and develop good skills that prepare them well for school. They play harmoniously together and are eager to take part in activities. Children are independent and learn skills to take care of their own needs. Children are developing good physical, literacy and mathematical skills in readiness for school.

## Setting details

<b>Unique reference number</b>	206783
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1087641
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Hartshorne Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP525391
<b>Date of previous inspection</b>	11 April 2014
<b>Telephone number</b>	07860 464 155

Hartshorne Pre-School Playgroup registered in 1982. The pre-school employs five members of childcare staff. Of these, all hold an appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 8.30am until 11.30am. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities.

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