

# Newton Park Pre School

Newton CP School, Kingsway West, Chester, Cheshire, CH2 2LA



## Inspection date

22 September 2017

Previous inspection date

14 July 2015

<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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The pre-school is managed by a committee. However, the committee members do not understand the requirements of their role. They have failed to identify significant concerns within the pre-school and they have not held the management team to account.
- Children who have special educational needs and/or disabilities have not been supported well enough by staff. Their development records are inaccurate and provide an inflated overview of what the children know and can do. As a result, some children have recently transferred to school with a significant developmental delay.
- The system used for tracking children's progress is inaccurate and for some incomplete. Therefore, staff are not fully aware of children's capabilities and what they need to learn next, which significantly hinders children's learning.

### It has the following strengths

- The acting manager has taken prompt action to address underperformance. She has recruited new staff and as a team they have a clear vision of what they need to do to improve.
- Children make good use of the limited space that is available to them. For example, children relax and unwind in the quiet room. At other times, they run energetically in the outdoor play area, which promotes their good health.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

#### Due Date

- |  |            |
|--|------------|
| ■ ensure leaders and committee members have an accurate overview of all aspects of the pre-school and introduce effective arrangements to support staff, including the acting manager, with their continued professional development | 17/10/2017 |
| ■ ensure there are suitable arrangements to support children who have special educational needs and/or disabilities to help them achieve the best possible outcomes in all areas of their development.                               | 17/10/2017 |

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

#### Due Date

- |  |            |
|--|------------|
| ■ ensure that observations and assessments of what children know and can do are accurate, and where emerging concerns are identified take prompt action to remedy these weaknesses | 20/10/2017 |
| ■ ensure the procedures for monitoring the quality of teaching and learning are rigorous.  | 20/10/2017 |

## Inspection activities

- The inspection was carried out following concerns raised about the registered provider's ability to meet the requirements of registration and provide a good quality provision for all children.
- The inspector assessed the quality of teaching in all age groups and the impact this has on children's learning.
- The inspector looked at children's assessment records and planning documents.
- The inspector looked at a sample of documentation, including visit notes from the local authority.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of parents' views of the pre-school.
- The inspector had a meeting with the acting manager and two committee members.

## Inspector

Patricia Graham

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Since the previous inspection, the quality of practice in the pre-school has significantly declined. This weakness is largely due to poor leadership and the committee's failure to take responsibility for the pre-school. The committee members have been too lax in their approach and allowed weak practice, such as inadequate teaching, to continue. Early years pupil premium (EYPP) funding has not been used to support children who need it most. This funding previously went into the 'committee pot' and as a consequence, disadvantaged children did not benefit from this funding. However, the acting manager has taken prompt action to secure current EYPP funding to help children catch up, for example, in their communication and language skills. There have been changes to the committee members. Ofsted has not been notified of this significant event, which is a requirement of their registration. As a result, we have not been able to carry out checks to ensure the suitability of committee members, which compromises children's safety. Therefore, safeguarding is not effective.

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

Although teaching is stronger due to recent changes in the staff team, staff are not aware of what children need to learn next. As a result, they are unable to plan purposeful activities to meet children's individual learning needs. The system used for tracking children's progress is inadequate, which means staff cannot identify gaps in children's learning. For example, some children have underachieved significantly and this weakness has gone unnoticed.

### Personal development, behaviour and welfare are inadequate

There has been a high turnover of staff, which has caused a period of turbulence for children and parents. Transitions into school have been significantly hindered due to a lack of partnership working and inadequate teaching. As a result, children who have recently moved on to school have been ill-prepared for this transition. However, the current staff team is working hard to build relationships, which is working well in practice. For example, staff spend time talking to parents each day, which parents welcome. New children settling into the pre-school receive lots of kind words and attention, which helps them feel settled and assured. Staff have also made links with the local schools to seek ideas on how they can support children's readiness for school. However, it is too early to see the impact of these changes.

### Outcomes for children are inadequate

Children, especially those with special educational needs and/or disabilities, underachieve considerably. There are significant gaps in their learning, with some of these gaps widening. The leadership team and committee members have not been successful in addressing this concern. As a result, children have not been prepared for their next stage in learning. The acting manager and current staff team are keen to help children catch up and they have focused on areas of greatest need. For example, staff have recently completed training on assessing children's communication and language development.

However, staff need more support to improve their teaching skills to enable children to make sufficient progress in all areas of their development.

## Setting details

<b>Unique reference number</b>	EY348505
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1113921
<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>	24
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Newton Park Pre-School Committee
<b>Registered person unique reference number</b>	RP524542
<b>Date of previous inspection</b>	14 July 2015
<b>Telephone number</b>	01244 314271

Newton Park Pre-school was registered in 2007. The pre-school employs seven members of childcare staff. Of these, one holds an early years degree and five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded 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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