

Garforth Pre-School

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



Inspection date

21 November 2017

Previous inspection date

3 July 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 plan enough purposeful adult-led activities to challenge children in their learning. Therefore, activities do not focus well enough on giving children good opportunities to make the progress of which they are capable.
- The manager has not effectively embedded systems to coach, train and guide staff. This means that some staff are not suitably equipped with the skills to engage in meaningful interactions with children to guide and stretch their learning effectively.
- Staff have not developed effective information sharing practices with other settings that children attend to promote continuity in children's care and learning.

It has the following strengths

- Staff have created a welcoming and friendly environment. Children arrive happily and immediately start to play. They have strong bonds with staff and demonstrate high levels of self-confidence.
- Children are independent and are encouraged to do things for themselves. For example, they dress themselves in outdoor clothing ready to play outside. Staff provide support and guidance for children when needed.
- Partnerships with parents are strong. Staff use effective two-way communications to share information about children's learning and care between home and the setting. Parent's feedback is positive. They say that staff are welcoming and children really look forward to attending the session.

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 staff plan and deliver a mixture of adult-led and child-initiated activities and positively engage children in purposeful and challenging learning experiences	09/01/2018
■ provide improved coaching, training and support to improve staff's interactions with children.	09/01/2018

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

- establish effective information sharing practices with other settings that children attend to promote consistency in children's learning and care.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, including evidence of staff suitability and self-evaluation procedures.
- The inspector talked to children, parents and staff and took account of their views.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and staff have worked with the local authority advisers to make some improvements since the last inspection. However, improved systems to train, coach and guide staff are not rigorous enough to raise the quality of staff interactions to a good standard. Despite this, the manager and staff aspire to improve. For instance, they have worked through an action plan to prioritise improvements and have taken prompt action to address previously identified safeguarding issues. The manager vets all staff thoroughly through stringent recruitment procedures and staff have been subject to Disclosure and Barring Service checks. The manager holds regular supervision meetings with staff to ensure that they remain suitable for their roles. Staff know how to identify the signs of abuse and how to report any concerns. The arrangements for safeguarding are effective. Overall, staff work effectively with local schools to share details of children's progress at times of transition. However, information exchanged with other settings that children attend is not in-depth enough to promote continuity in children's learning.

Quality of teaching, learning and assessment requires improvement

Although staff are qualified, teaching is variable. For example, the session is not organised effectively to ensure that children engage in a mixture of adult-led and self-chosen activities. Some children spend long periods, where they do not receive enough input from adults to guide and extend their play. Furthermore, some staff do not have the skills to challenge children in their learning or steer them into purposeful activities. For example, staff help children to put on superhero outfits. However, they do not take this opportunity to question children about their ideas or interact with them to ignite their imaginations further. Nevertheless, some teaching is effective. For instance, some staff interact well to help children to solve problems as they find ways to join two tracks together, when playing with trains. They observe children regularly and make accurate assessments to monitor their progress and identify next steps in their learning.

Personal development, behaviour and welfare are good

Children behave well and know how to turn take and share. They play harmoniously together, negotiating roles as they pretend to cook and serve food. Staff support children to understand simple rules and behavioural expectations well. Children are physically active and enjoy jumping in puddles outdoors. Staff provide parents with information to support healthy eating practices at home and children enjoy nutritious snacks.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not make enough progress in their learning. Staff do not consistently engage and interact with children to extend their learning. Overall, children are acquiring some skills in readiness for school. For example, they are confident and eagerly explore the environment, making decisions about their play. Children enjoy painting and talk about how the colours change as they mix them together. They enthusiastically recite songs and copy the actions.

Setting details

Unique reference number	512711
Local authority	Leeds
Inspection number	1109098
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	23
Name of registered person	Garforth Pre-School
Registered person unique reference number	RP910239
Date of previous inspection	3 July 2017
Telephone number	0113 232 0421

Garforth Pre-School registered in 1978. The setting operates from the Miners Welfare Hall, in Garforth, on the outskirts of Leeds. The setting employs three members of childcare staff, all of whom hold appropriate childcare qualifications. The setting opens from Monday to Thursday during term time and opening times are from 9am to 12.10pm.

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