

Hotspur Early Years Preschool



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

Inspection date	15 January 2018
Previous inspection date	6 July 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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 manager does not ensure staff have up-to-date knowledge of the setting's safeguarding policies and procedures. Furthermore, she does not demonstrate an understanding of the steps to follow in the event of an allegation being made against a staff member. The manager has not included this in her safeguarding policy.
- The manager does not identify gaps in teaching skills. Performance management systems are ineffective. Staff do not use information from assessments and help to plan activities that offer a good level of challenge, particularly for older and most-able children. They do not accurately identify what children need to learn next.
- Staff do not complete the required progress check for children aged between two and three years within the appropriate timeframe. They do not promptly liaise with parents and professionals to identify a targeted programme of support for those children with significant emerging concerns. There are large gaps in children's learning.
- Staff do not provide consistent teaching strategies that help to promote children's communication skills, particularly for those children who speak English as an additional language. Furthermore, staff do not provide opportunities for children to use their home language throughout play.

It has the following strengths

- Children are settled and behave well. They form good relationships with others. This helps to develop their social skills.

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
■ ensure all staff develop their knowledge of the setting's safeguarding policies and procedures	02/02/2018
■ develop knowledge of the steps to follow in the event of an allegation being made against a staff member and include this in the setting's safeguarding policy	02/02/2018
■ develop supervision sessions and identify gaps in teaching skills to support staff to provide activities that offer a good level of challenge and identify what children need to learn next	02/02/2018
■ complete the required progress check for children aged between two and three years within the required timeframe and implement a targeted programme of support for those children with gaps in their learning	02/02/2018
■ use consistent teaching strategies that help to promote children's communication skills and provide opportunities for children to use their home language during play.	02/02/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a number of discussions with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to children and staff during the inspection.
- The inspector spoke to parents and took account of their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager does not ensure staff have an up-to-date knowledge of the setting's safeguarding policies and procedures. She does not demonstrate a good understanding of the procedures to follow in the event of an allegation being made against a staff member. The manager has not included this within the safeguarding policy. Although the manager has developed some self-evaluation procedures and monitoring systems, she has not addressed actions raised at the previous inspection in a timely manner. For instance, the manager does not use performance management systems that help to identify gaps in teaching skills. Despite the manager implementing monitoring systems to review children's progress, staff do not use information from assessments to plan activities that offer a good level of challenge. Furthermore, they do not accurately identify what children need to learn next. Parents are complimentary about the level of care staff provide for their children. They state that staff are friendly and very caring.

Quality of teaching, learning and assessment is inadequate

Staff do not complete the required progress check for children aged between two and three years within the required timeframe. They do not liaise swiftly enough with parents and professionals to plan an accurate programme of support to help children make the best possible progress. Children have a suitable range of resources and make independent choices. The qualified staff encourage children to use mathematical language during play. Children count out pieces of pretend food during role-play games.

Personal development, behaviour and welfare are inadequate

Due to failings in leadership, children's safety and well-being are not promoted well enough. Staff do not use consistent teaching strategies that help to promote children's communication and language skills. Staff provide children with opportunities to make healthy choices during mealtimes. They follow suitable hygiene practices. Children have access to activities that help to promote their physical skills. They confidently participate in large-group activities where staff encourage children to move their bodies in various ways. Staff praise children and share in their successes. For example, they praise children for using the toilet for the first time. This helps to promote children's self-esteem.

Outcomes for children are inadequate

Children do not make good progress from what they know and can already do when they start the setting. They are not provided with opportunities to use their home language during play. Children show an interest in filling and emptying containers during water play. This helps to suitably promote children's exploratory skills. However, children are not provided with the key skills needed for their eventual move to school.

Setting details

Unique reference number	EY485990
Local authority	Newcastle
Inspection number	1109076
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	18
Number of children on roll	10
Name of registered person	Hotspur Early Years Preschool Community Interest Company
Registered person unique reference number	RP534321
Date of previous inspection	6 July 2017
Telephone number	0191 2759950

Hotspur Early Years Preschool registered in 2015. The setting is based in Heaton, Newcastle-Upon-Tyne and opens from 9am to midday, Monday to Friday, term time only. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently three members of staff working directly with the children, all of whom hold appropriate early years qualifications at level 3.

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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