

# Kirkburton Pre-School

The Sports Hall Hallas Road, Kirkburton, Huddersfield, West Yorkshire, HD8 0QQ



<b>Inspection date</b>	19 January 2018
Previous inspection date	4 June 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 provider has not kept Ofsted informed of changes, such as who is managing the pre-school. She does not ensure that there is a named deputy to take charge in the manager's absence, or a designated person to take lead responsibility for safeguarding. She does not support staff to keep their knowledge of child protection up to date.
- The provider does not check the ongoing suitability of all adults who have contact with children.
- Some required documentation is not accessible and available to view at inspection.
- The provider does not make adequate arrangements for the supervision of the manager and staff, or provide suitable coaching and training to support them in their roles.
- Staff do not complete regular and accurate assessments of children's progress. They do not involve parents in discussions about their child's ongoing development or support them to continue children's learning at home.
- Staff do not take into account children's interests or next steps in learning when planning. They do not successfully address gaps in children's learning. Staff's interactions with children are poor and children do not make adequate progress.
- Staff do not support children well enough to engage in cooperative play and build relationships with other children.

### It has the following strengths

- Staff implement clear rules and boundaries and manage children's behaviour suitably.

## 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

- |  |            |
|--|------------|
| ■ improve knowledge and understanding of the changes and events that must be notified to Ofsted  | 18/02/2018 |
| ■ ensure that there is a named deputy who is capable and qualified to take charge in the manager's absence   | 18/02/2018 |
| ■ ensure that there is a designated practitioner to take lead responsibility for safeguarding children at all times  | 18/02/2018 |
| ■ provide training to ensure that all staff have an up-to-date knowledge of safeguarding issues and are able to identify and respond appropriately to all signs of possible abuse and neglect  | 18/02/2018 |
| ■ develop procedures for checking the ongoing suitability of all adults who have contact with children, including checks that they are not disqualified by association because they live in the same household as another person who is disqualified                       | 18/02/2018 |
| ■ ensure that records are easily accessible and available for inspection, specifically evidence of suitability checks for committee members  | 18/02/2018 |
| ■ implement appropriate arrangements for the supervision of the manager and staff, including effective support, coaching and training to help them continually improve their knowledge and skills and provide good quality care and learning experiences for all children. | 18/02/2018 |

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

	<b>Due Date</b>
■ ensure that staff complete regular and accurate assessments that give a clear overview of the progress that children are making	18/02/2018
■ work in partnership with parents and carers to support children's learning and development, and provide information for parents about how they can guide their child's learning at home	18/02/2018
■ identify and consider the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable learning experiences that help them to make good progress in all areas of development	18/02/2018
■ make sure that every child benefits from purposeful play and a well-balanced mix of adult-led and self-initiated activities, and improve staff interactions with children to ensure they respond to each child's emerging needs and interests	18/02/2018
■ help children to play cooperatively, form positive relationships with other children and adults, and develop good social skills in readiness for the eventual move on to school.	18/02/2018

**Inspection activities**

- Ofsted carried out this inspection as a result of the risk assessment process, following information received about the provider.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector completed a joint observation with the acting pre-school manager.
- The inspector held a meeting with the acting pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

**Inspector**

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider has not notified Ofsted about a change to the person who is managing the pre-school. In the manager's absence, the provider does not ensure that there is a named deputy to take charge. She does not make sure there is a member of staff designated to take lead responsibility for safeguarding at all times, to support staff if they have a concern. Staff are aware of the agencies to contact if they have a concern about a child's welfare. However, the provider does not ensure that staff have training to keep their knowledge of child protection up to date. As a result, some staff have a poor knowledge of current safeguarding issues. For example, they do not have a good understanding of the signs that might indicate a child is at risk from extreme or radical views. The provider does not check the ongoing suitability of students or committee members. For instance, she does not check whether they live with someone who is disqualified from working with children. Not all staff understand why this may put the children they care for at risk. This means that children's safety cannot be assured. The provider does not make sure that all required documentation, such as information about suitability checks completed for committee members, is accessible and available to view. The provider has not adequately addressed recommendations from the previous inspection. For instance, she has not sufficiently improved opportunities for children who prefer to play and learn in the outdoor environment. The provider does not implement effective arrangements to review practice or to support the manager and staff to fulfil their roles successfully. She does not identify weaknesses in practice, or ensure the manager and staff have suitable professional development opportunities to improve their knowledge and skills. As a result, the learning experiences for children are poor. Despite the failings, staff appropriately supervise children. They implement suitable risk assessments to make sure the premises are safe for children to play and to keep them safe during outings. The provider shares policies with parents. For example, she explains what to do if they wish to make a complaint. She deals with complaints appropriately and in a timely manner.

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

Staff obtain information from parents about children's starting points. However, they do not monitor children's development accurately or regularly enough. This means they do not have a suitable understanding of children's skills and abilities to help them to progress. Staff do not keep parents up to date with their children's attainment or share their child's next steps in learning with them. Furthermore, staff do not support parents to continue their children's learning at home. If staff do identify gaps in children's learning and development, they do not take appropriate action to address them. As a result, children are not making good enough progress and gaps are not narrowing quickly enough. Staff do not provide an effective balance of child-initiated and adult-led learning. They do not take account of children's individual interests or next steps when planning. The quality of teaching is poor. As a result, activities often do not capture children's interest and they are not motivated or stimulated to extend their learning. Staff involve some children in small-group play. For example, they help them to develop their understanding of volume and capacity during play with sand and water. They help children to be creative, such as

making snowflake patterns using paper and scissors. Staff share familiar stories with children to encourage an early interest in reading.

### **Personal development, behaviour and welfare are inadequate**

Weaknesses in leadership and management mean that children's safety and well-being are not assured. Children have access to a suitable range of resources indoors and are able to make some choices about their play. However, the manager does not organise staff well enough to ensure all children have good support. Some children play alone for long periods with little interaction from staff or other children. Staff do not engage them or support them well enough to be involved in group activities, to play cooperatively or to build relationships with other children and adults. This means they are not supporting these children effectively to develop the personal, social and emotional skills they need for the next stage in their learning. Staff promote appropriate hygiene routines. They help children to develop their independence in using the toilet and when putting on their coat and shoes. Staff encourage children to use good manners and suitably promote their understanding of right and wrong. Staff deal with accidents appropriately. They keep a record of any accidents, provide parents with a copy and discuss these with them when they collect their children.

### **Outcomes for children are inadequate**

Children are not making good enough progress. They do not develop the personal, social and emotional skills they need to develop positive relationships with other children and adults. They are not stimulated and motivated to become confident and keen learners. Children are not prepared well enough for the next stage in their learning or the eventual move on to school. Children enjoy regular trips to the library, where they choose books and listen to stories. They take part in walks and begin to learn about their wider community.

## Setting details

<b>Unique reference number</b>	311319
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1121748
<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>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Kirkburton Pre-School Committee
<b>Registered person unique reference number</b>	RP523060
<b>Date of previous inspection</b>	4 June 2015
<b>Telephone number</b>	01484 606 976

Kirkburton Pre-School registered in 1992. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens from 9am to 3pm, Monday to Friday, during term time. It 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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