

# Newfoundpool Neighbourhood Center

Newfound Pool Centre, Pool Road, Leicester, LE3 9GH



<b>Inspection date</b>	18 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
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 failed to obtain or record all the required information about vetting procedures to demonstrate that staff are suitable to work with children.
- The manager/provider does not monitor staff's practice effectively. Supervision procedures are not rigorous enough to assess staff's performance or practice.
- Staff's knowledge of safeguarding children, with particular regard to the 'Prevent' duty guidance, is not sufficient to protect children from potential extreme views and behaviours.
- The manager/provider has failed to notify Ofsted of a closure to the centre due to an outbreak of diarrhoea and sickness.
- Staff do not involve parents in establishing what children know, understand and can do. They do not always offer enough support to help parents guide their children's learning at home.
- Children's learning and development are not well supported. The quality of teaching is variable. Observations and assessments completed on children are weak. This means that activities and experiences provided for the children offer little challenge and do not reflect their next steps in learning.
- Support for all children to build on their communication and language skills is not robust, particularly for children who speak English as an additional language.

### It has the following strengths

- Staff provide children with a friendly and welcoming environment. Children are happy and enjoy their time in the centre.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ review the recruitment process and ensure that all required information and documentation about the vetting processes used to assure staff's suitability are consistently maintained, including the criminal records check reference number, the date the check was obtained and details of who obtained it</li> </ul>	25/01/2018
<ul style="list-style-type: none"> <li>■ use effective supervision to target inconsistencies in the quality of teaching and ensure all staff receive consistent support, coaching and training</li> </ul>	01/02/2018
<ul style="list-style-type: none"> <li>■ ensure all staff maintain an up-to-date knowledge of safeguarding matters, with particular reference to their responsibilities under the 'Prevent' duty guidance</li> </ul>	01/02/2018
<ul style="list-style-type: none"> <li>■ improve knowledge of what changes or significant events must be notified to Ofsted</li> </ul>	18/01/2018
<ul style="list-style-type: none"> <li>■ develop partnerships with parents and carers so they are actively involved in establishing the starting points for children's learning and are well supported to guide their children's learning at home</li> </ul>	01/02/2018
<ul style="list-style-type: none"> <li>■ improve the quality of teaching so that staff provide activities and experiences that promote children's next steps in learning and extend their learning to ensure that they make good progress</li> </ul>	15/02/2018
<ul style="list-style-type: none"> <li>■ support all children to develop their language and communication skills, particularly those children who speak English as an additional language</li> </ul>	25/01/2018
<ul style="list-style-type: none"> <li>■ improve how staff assess children's learning to ensure that any gaps in development are identified and targeted promptly to help all children make good progress.</li> </ul>	15/02/2018

## **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the centre.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## **Inspector**

Alex Brouder

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. The provider/manager does not implement thorough recruitment procedures. Some staff's suitability has not been rigorously checked. References and evidence of training have not been sought for all staff. Although the provider/manager records the Disclosure and Barring Service reference number, she does not record the date it was obtained or the details of who obtained the check, as required. Staff know how to report any concerns that a child may be at risk of abuse or neglect. However, they are not aware of how to recognise signs that mean a child may be at risk from extreme views. This compromises children's safety and welfare. The manager does not monitor the quality of teaching and staff practice to take effective action and address weaknesses. Adult-to-child ratios are suitable throughout the centre and staff are appropriately deployed to support children's safety. Further to this, staff ensure that all exits are secure so that children are not able to leave the centre unsupervised. While the manager has begun to monitor the provision and recognises that teaching is not good enough, she has not taken effective action to address this.

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

The quality of teaching is too variable and is not sufficiently matched to children's needs. Some staff are appropriately trained, but this is yet to have a positive impact on children's learning and development. Observations and assessments are not consistently completed, accurate or used effectively enough to plan for or build upon children's learning. Staff do not challenge children or guide their learning to support progress. Sometimes, staff do not interact with children to model language or promote speaking skills. They do not help children who speak English as an additional language to build their confidence and ability to use speech as a powerful tool. Children do enjoy their play and make choices from the range of appropriate resources on offer. However, at times, staff appear uninspired and uninterested in what children are doing, which leads to children losing interest as well. Children do begin to use their imaginations well as they pretend to dig for treasure. Babies and toddlers enjoy cruising around furniture and pushing dolls in buggies, supporting their developing mobility.

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

Weaknesses in leadership and management, as well as the quality of teaching, have a significant impact on the safety and development of children. Children's learning is limited as staff do not provide them with enough worthwhile activities to help them make effective progress. Children's health is appropriately supported. Procedures for dealing with and recording accidents are in place. Nappy changing procedures help to minimise the risk of cross-contamination. Since a recent bout of illness at the setting, staff ensure appropriate hygiene procedures are followed. Children wash their hands before meals and snacks as well as after using the toilet. Children enjoy a range of meals and snacks. Babies and toddlers begin to use tools, such as spoons and forks to eat with, supporting their developing hand-to-eye coordination and social skills. Children have opportunities to play indoors and outdoors, promoting their physical skills and health. They learn how to be safe as they help to tidy away play resources and take part in regular fire evacuations.

Parents are not encouraged to share information about what children know and are able to do before they start at the setting to help inform children's initial learning. Additionally, staff do not share ideas with parents about how to build on and extend their children's learning outside of the setting. This limits opportunities to consolidate children's ongoing learning.

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

Children do not make enough progress in their learning and development. Activities are not planned effectively to take into account children's individual needs and interests. As a result, children sometimes lack engagement and wander around their room unsure of what to do next. Children are not supported in acquiring good enough skills to help prepare them for starting school. Despite this, children do enjoy coming together as a group to sing songs and action rhymes.

## Setting details

<b>Unique reference number</b>	EY542824
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1121838
<b>Type of provision</b>	Full-time 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>	0 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Miss Honey's Pre-School Ltd
<b>Registered person unique reference number</b>	RP542823
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07479475491

Newfoundpool Neighbourhood Center registered in 2017 and is known as Miss Honey's Pre-school. The centre employs seven childcare staff, four of whom hold appropriate early years qualifications at level 3 or level 2. The centre is open Monday to Friday from 8am to 6pm, all year round. Funded early education is provided 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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