

Birley Community Pre-School

Birley Community Primary School, Sheffield, S12 3AB



Inspection date

23 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Children's welfare is put at significant risk due to weaknesses in leaders' safeguarding and child protection knowledge. As a result, they do not follow procedures for reporting any concerns about children's safety and welfare with the relevant agencies.
- Leaders do not know what to do in the event of an allegation being made against a member of staff and as a result, do not follow the required procedures. Furthermore, they and their staff do not have a secure knowledge of wider safeguarding issues and current legislation to keep children safe.
- Leaders do not have effective arrangements to evaluate the provision and identify significant weaknesses in practice.

It has the following strengths

- Experienced and well-qualified staff are skilled in supporting children who have special educational needs. They work in partnership with a range of professionals to support children's good individual progress.
- Staff have good relationships with parents and also with the teachers at the adjoining school. Children benefit from good continuity of learning.

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

- | | |
|--|------------|
| ■ gain a secure knowledge of the Local Safeguarding Children Board procedures and the action to take when there are safeguarding concerns about a child, or in the event of an allegation being made against any adults working with children to ensure that appropriate and prompt referrals are made | 09/02/2018 |
| ■ improve knowledge and understanding of the wider issues surrounding child protection and the 'Prevent' duty guidance to recognise signs that a child may be at risk from extreme views. | 09/02/2018 |

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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager, deputy manager, early years lead and the board of trustees. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Tucker

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Leaders do not understand all of the requirements of their designated safeguarding roles. Although they can recognise possible signs and symptoms of abuse, they do not understand their responsibility to act promptly to report their concerns or the importance of doing so. Leaders are not clear of the appropriate action to take to report allegations against a member of staff. They and all staff do not have a secure knowledge of current legislation and wider issues surrounding child protection. For example, they do not know how to recognise possible signs that may show that a child is at risk from extreme views or how to report their concerns. This puts children at significant risk of harm. Systems for self-evaluation have not effectively identified significant weaknesses in practice. However, staff know how to promote children's learning and they do this well. Children play and learn in a secure and welcoming environment. Staff have a positive attitude to training and attend relevant courses. For example, they have attended training to explore more ways to support children's healthy lifestyles.

Quality of teaching, learning and assessment is good

Staff support children's communication and language skills well and they enrich this learning with signs and actions during activities. Children happily take part in group activities. They show their concentration skills as they sing songs and copy actions. Children listen with interest to stories. Staff help children to learn that print carries meaning as they point to the words they read. They give children a reason to explore and enjoy mathematics. For example, children count the number of spots on a dog in a book and staff encourage them to hold up their fingers to show numbers from one to ten. Staff provide good opportunities for children to learn about diversity and other cultures. Children learn about similarities and differences between themselves and others.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant impact on children's safety. Children are however, happy and settled. They have time and space to enjoy energetic play. Children ride on wheeled toys and manoeuvre their vehicles around the 'racing track' outdoors. Staff use water and brushes to draw shapes, such as triangles and circles. Children make large movements with their arms as they copy the staff's actions. They jump in and out of hoops and count their steps with staff. Children are becoming increasingly independent. They follow good hygiene routines, such as washing their hands before eating and after toileting. Staff provide healthy snacks and children bring nutritious packed lunches from home. Children learn how to adopt healthy lifestyles.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning and development. They are gaining key skills they will need for their eventual move on to school. Toddlers enjoy playing with small-world toys. Older children use their imagination well as they pretend to be doctors. They explore language freely and express themselves as they bath their baby dolls and use towels to dry them. Older children use mathematical

language to explain if their baby is heavy or light. They exercise choice and make decisions. All children are confident and play cooperatively alongside each other.

Setting details

Unique reference number	EY495664
Local authority	Sheffield
Inspection number	1031652
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 5
Total number of places	24
Number of children on roll	82
Name of registered person	Birley Community Pre-School Ltd
Registered person unique reference number	RP535040
Date of previous inspection	Not applicable
Telephone number	01141299002

Birley Community Pre-school re-registered in 2015. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, term time only, and for three weeks in the summer. Sessions are from 8am until 5pm. The pre-school provides funded early education for two-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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