

# Whickham Community Centre Pre-School



Whickham Community Centre, Front Street, Newcastle Upon Tyne, NE16 4JL

<b>Inspection date</b>	8 March 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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The manager does not have a secure understanding of the procedures to follow should an allegation be made against a member of staff. Not all staff understand what to do in the event of any concerns raised about the conduct of other staff to ensure children's welfare and safety.
- The manager does not implement a highly effective system to monitor and evaluate children's progress. She does not ensure that assessments are accurate and any gaps in children's development are swiftly identified and addressed.
- The manager does not use performance management systems to thoroughly evaluate the quality of teaching and to identify where staff need to improve their practice.
- The assessments that staff complete of children's learning do not give a true representation of the actual progress each child makes. Planned activities do not support children's next steps in learning well enough or provide sufficient challenge.
- Staff do not make the most of opportunities to involve parents in their child's learning, so that they can work together to help children make better progress.
- Staff do not challenge older children as much as they could in developing their early number, writing and reading skills.

### It has the following strengths

- Staff help children to develop good personal skills. Children learn to cooperate, follow instructions, are well behaved and know what is expected of them.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure all staff understand the safeguarding policies and procedures, with specific regard to the procedure to follow in the event of an allegation being made against a member of staff</li> </ul>	23/03/2018
<ul style="list-style-type: none"> <li>■ ensure that all staff have a secure knowledge and understanding of the procedures they should follow if they have concerns about the conduct of another member of staff</li> </ul>	23/03/2018
<ul style="list-style-type: none"> <li>■ implement a structured and comprehensive system for staff supervision, identifying targeted staff development and training needs</li> </ul>	23/03/2018
<ul style="list-style-type: none"> <li>■ implement effective systems to monitor the regularity and accuracy of children's developmental assessments to ensure that any gaps in children's learning and development are swiftly identified and addressed</li> </ul>	23/03/2018
<ul style="list-style-type: none"> <li>■ ensure that assessments are accurate and used effectively to plan activities that build on what children need to learn next and offer them challenge</li> </ul>	23/03/2018
<ul style="list-style-type: none"> <li>■ improve the two-way flow of information with parents and provide greater opportunity for them to be involved in supporting their child's ongoing learning and development.</li> </ul>	23/03/2018

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

- challenge older children to develop and apply their early number and literacy skills consistently to help improve attainment in these areas.

## **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 the children, staff and support workers during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with parents during the inspection and took account of their views.

## **Inspector**

Janet Fairhurst

## Inspection findings

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

Safeguarding is not effective. The manager does not have a secure understanding of what to do in the event of an allegation being made against staff. Not all staff have a secure knowledge and understanding of the procedure they should follow if they have concerns about the conduct of another member of staff. Nevertheless, staff know the signs and symptoms of abuse and who to contact if they have any concerns about a child's welfare. Self-evaluation and methods to monitor and evaluate the provision are not sufficiently strong. The manager does not carry out effective supervision of staff to identify areas of weakness in their knowledge and understanding and address these through suitable professional development opportunities. Furthermore, systems to monitor the accuracy of assessments made of children's learning and development are not robust. This does not ensure any potential gaps in children's learning are swiftly identified and addressed. The arrangements to support the consistent and ongoing two-way sharing of information about children's learning with parents is not embedded well enough. Parents are not actively involved in their children's learning.

### **Quality of teaching, learning and assessment requires improvement**

Staff observe children as they play. However, they do not demonstrate a secure understanding of how to track children's progress. For example, some areas of learning are not assessed effectively to reflect children's true capabilities. The information staff gather does not help to precisely identify children's next steps in learning. As a result, gaps in children's learning are not being clearly identified. Equally, some planned activities lack appropriate challenge and do not capture or build on children's interests enough. For example, as children played with dough, staff talked about what they were doing but did not extend this effectively for older children. Staff do not challenge older children, such as to count or recognise shapes, to develop their understanding of mathematics further. Literacy skills are not promoted to best effect. Although staff happily read stories to children, there are too few books and resources accessible for children to practise their early reading and writing skills. When teaching is good, children are motivated and enjoy learning. For example, during an adult-led music and movement session, some staff provided individualised support that helped all children to participate.

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

Children's welfare is not assured because not all the safeguarding and welfare requirements are met. However, children receive a warm welcome at this friendly pre-school. Staff praise children frequently and help them to share and take turns. Children's behaviour is good. Staff provide children with nutritious snacks and ensure that they have plenty of opportunities to exercise and play outside.

### **Outcomes for children require improvement**

Weaknesses in teaching and assessment mean children are not always successfully inspired or encouraged to make as much progress as they can. However, children enjoy their time at the pre-school. They develop some key skills in readiness for the next stage of learning, including their eventual move on to school. Older children are confident

talkers and readily engage in conversations with staff, peers and visitors. Children respond well to changes in routine, such as getting ready for snack and helping to tidy the toys. They gain confidence and good self-esteem. Children learn to be independent in their self-care, such as when they identify and put on their own coats.

## Setting details

<b>Unique reference number</b>	EY498441
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	1037669
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Whickham Community Centre CIO
<b>Registered person unique reference number</b>	RP535159
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01914881291

Whickham Community Centre Pre-School registered in 2016. The pre-school employs five members of childcare staff. Of these, one holds a childcare qualification at level 6, three hold childcare qualifications at level 3 and one is unqualified. The pre-school is open Monday to Friday term time only. Sessions are from 8.30am until 12 noon. The setting provides funded early education for two-, three- and four-year-old children.

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