

Heslington Pre-School

Lord Deramore's Primary School, School Lane, Heslington, York, North Yorkshire,
YO10 5EE



Inspection date

23 May 2018

Previous inspection date

24 November 2014

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | 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

- Staff do not know and understand how to recognise children who may be at risk of harm and respond quickly to their concerns. In addition, staff do not know how to report any concerns regarding the behaviour of their colleagues should they arise, or have robust knowledge of wider safeguarding issues.
- The provider does not obtain and supply Ofsted with the necessary information to check the suitability of all committee members.
- Staff do not challenge children in their play. They do not use the information gained from observation and assessment effectively to plan for children's next steps in learning and support them to make enough progress.
- Staff do not support children who speak English as an additional language to use their home language in their play. Furthermore, these children are not encouraged to develop a good standard of English.

It has the following strengths

- Staff share information with parents regarding events in the setting and policies and procedures. Parents are complimentary about the staff team and how well their children have settled.
- The staff team is long-standing and all staff members enjoy working in the setting. Staff get to know families well when they join the setting.

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 |
|---|-----------------|
| <ul style="list-style-type: none"> ■ improve staff's knowledge and understanding of all safeguarding issues in order for them to be able to identify signs of possible abuse and neglect at the earliest opportunity and know how to respond in an appropriate and timely manner | 15/06/2018 |
| <ul style="list-style-type: none"> ■ train all staff to understand the safeguarding policies and procedures with specific regard to reporting concerns of any inappropriate behaviour displayed by staff, to the appropriate authorities | 15/06/2018 |
| <ul style="list-style-type: none"> ■ ensure Ofsted are provided with the necessary information to be able to carry out suitability checks on all committee members. | 15/06/2018 |

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

| | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ use the information gained from observation and assessment to plan and provide a range of stimulating and challenging activities across all areas of learning to support children to make good or better progress in their learning and development | 15/06/2018 |
| <ul style="list-style-type: none"> ■ ensure that children who have English as an additional language are supported to develop and use their home language in their play and develop a good standard of English. | 15/06/2018 |

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 had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the chairperson of the committee. She looked at relevant documentation, such as policies, procedures, children's development records and evidence of the suitability of staff working in the setting.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The manager is the lead safeguarding officer, but she does not take swift action to protect children that may be at risk of harm. Staff do not have enough knowledge to enable them to recognise the signs and symptoms of wider safeguarding issues and report any safeguarding concerns that arise promptly. In addition, staff do not know where to report any concerns they may have, in the event of an allegation being made against a member of staff. The provider does not obtain information from some committee members to enable Ofsted to carry out suitability checks. Staff have recently attended training on how to recognise extremist behaviour and know the signs and symptoms of radicalisation. They have regular supervision meetings with the manager and discuss their training needs. However, the manager does not effectively identify priorities to drive continuous improvement.

Quality of teaching, learning and assessment is inadequate

Even though the staff team members are well qualified, it has little impact on the quality of teaching. Staff do not plan an adequate range of stimulating and challenging activities for children. Although they observe children in their play, this information is not used effectively to plan children's next steps in learning and children become bored. The manager does not monitor children's learning closely enough to ensure all children make good enough progress for their age. Expectations of children are not high enough. Furthermore, children who speak English as an additional language are often not spoken to enough or encouraged to use their home language in their play. This impacts on their ability to develop their communication and language skills effectively, both in their home language and English. Nevertheless, children do enjoy some activities. For instance, they create their own designs when painting wedding dresses and explore differently coloured paint, developing an ability to understand how to mix colours.

Personal development, behaviour and welfare are inadequate

Due to significant weaknesses in staff's safeguarding practice, children's well-being is not protected. However, staff are welcoming and support children to settle into the session. Staff provide nutritious snacks for children and promote healthy practices. Children access the outdoors, daily, to exercise and benefit from fresh air. Overall, children behave well. They understand the rules and boundaries and make firm friendships with their peers. Many staff are first-aid trained and know how to deal with any injuries

Outcomes for children are inadequate

Children are not adequately prepared for school as they do not make enough progress in their learning. Children do, however, develop some basic skills to support their future learning. For example, they recognise their names, listen to instructions and are learning to take turns. Many children show positive levels of confidence and self-esteem. The manager creates positive relationships with local schools to support children's move between settings.

Setting details

| | |
|--|---------------------------------|
| Unique reference number | 321542 |
| Local authority | York |
| Inspection number | 1103727 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 31 |
| Name of registered person | Heslington Pre-School Committee |
| Registered person unique reference number | RP910754 |
| Date of previous inspection | 24 November 2014 |
| Telephone number | 07708 155 484 |

Heslington Pre-School registered in 1992. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one member of staff who holds qualified teacher status. The setting opens from Monday to Friday, term time only. Sessions are from 8.55am until 2.55pm Monday, Wednesday and Thursday and 8.55am until 11.55am Tuesday and Friday. The setting provides funded early education for three- and four-year-old children. There is an early starters group for children aged two-and-a-half to three years. A parent/carer toddler group also operates for children aged from birth to pre-school.

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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