

# Scriven Park Pre School

Meadowside Cp School, Halfpenny Lane, Knaresborough, North Yorkshire, HG5 0SL



## Inspection date

20 June 2018

Previous inspection date

22 April 2015

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 have a poor knowledge and understanding of wider child protection issues and current legislation. There are no systems in place to supervise staff or check their continued suitability. Furthermore, staff are not deployed effectively to meet the needs of children and ensure that they are safe at all times.
- The provider does not obtain and supply Ofsted with the necessary information to check the suitability of all committee members.
- Systems to train, coach and mentor staff are poor. Therefore, staff are not effectively supported to continually improve their teaching skills and personal effectiveness.
- Staff do not use information gained from assessments effectively to plan for individual children's next steps in learning. Consequently, children do not make enough progress in their learning and development. Additionally, staff do not consistently provide parents with a summary of children's progress between the age of two and three years old.
- Staff do not provide enough adult-led activities to motivate and challenge children. As a result, older children do not engage in meaningful play.

### It has the following strengths

- The qualified staff team develops strong bonds with the children and is caring and kind. Children are self-assured and play amicably together.
- Staff work well with local schools. They exchange relevant information with them to promote continuity in children's learning and care.

## 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>
■ ensure staff have up-to-date knowledge of wider safeguarding issues and understand the indicators of children being exposed to extremist ideas and behaviours	18/07/2018
■ ensure that staff are deployed effectively to ensure that children are supervised and safe at all times	18/07/2018
■ ensure Ofsted is provided with the necessary information to be able to carry out suitability checks on all committee members	18/07/2018
■ implement effective systems to supervise staff and make sure that they are aware of the expectation for them to disclose any information that may affect their suitability to work with children during their employment	31/07/2018
■ use the information gained from assessments to identify clear next steps for children's learning and support them to achieve these, through purposefully planned and challenging activities	31/07/2018
■ improve systems to train, coach and support staff to tackle weaknesses in practice and improve their personal effectiveness	31/07/2018
■ ensure that children's progress is reviewed between the ages of two and three years and a summary of their development is provided to parents.	31/07/2018

## **Inspection activities**

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector jointly observed an activity with the manager.
- The inspector held a meeting with the manager. She looked at a sample of policies, evidence of staff suitability and other relevant documentation.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

## **Inspector**

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The manager has failed to identify significant weaknesses in practice. Safeguarding is not effective. Staff are not aware of how to identify children who may be at risk of exposure to extremist views and behaviours. The manager does not tell staff that they must declare anything that may affect their suitability to work with children. As a result, staff have limited understanding of what this should include. In addition, the provider does not supply Ofsted with the necessary information to enable it to check the suitability of all committee members. Systems to supervise, train and support staff are weak. The manager does not conduct regular supervisory meetings or monitor staff's performance effectively. Although systems are in place to appraise staff annually, these are not robust enough to tackle weaknesses in teaching and identify individual training needs.

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

Staff do not plan and deliver enough adult-led activities to motivate, challenge and engage children. Older children wander around and staff do not encourage them to take part in meaningful learning experiences. Staff observe children regularly and assess their current stage of development correctly. However, they do not use this information effectively to identify what children need to learn next. This means that planning does not focus well enough on supporting individual children to move on to the next stage in their learning. Staff do not complete progress checks for all children aged between two and three years. Those checks that are completed lack detail and do not highlight any areas where children's progress is less than expected. Overall, staff are supportive and join in as children engage in self-chosen activities. They encourage children to count and identify colours and shapes. Children play imaginatively and pretend to cook pizzas. Staff model role play and help children to introduce a narrative into their play.

### Personal development, behaviour and welfare are inadequate

Staff are not deployed effectively and they allow children to play in a room unsupervised. This compromises children's safety as staff cannot see or hear children in this room. Children are energetic and excitedly dance and create movements to music. They have free access to a well-resourced outdoor play area. Staff provide nutritious snacks to support healthy eating successfully. Children show consideration for others and behave well.

### Outcomes for children are inadequate

Weaknesses in teaching mean that children do not develop all of the important skills that they need for their future learning and eventually school. However, children are strong communicators. They develop firm friendships with others and know how to take turns and share fairly.

## Setting details

<b>Unique reference number</b>	EY430564
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1094947
<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>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Scriven Park Pre-School
<b>Registered person unique reference number</b>	RP530802
<b>Date of previous inspection</b>	22 April 2015
<b>Telephone number</b>	07947 179371

Scriven Park Pre School is owned by a limited company and registered in 2011. The setting employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The setting opens from Monday to Friday, during term time. Sessions are from 9am until 3.30pm. The setting 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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