

North Leverton Pre-School and Out of School Club



c/o Leverton C of E Academy, Main Street, North Leverton, Nottinghamshire, DN22
0AD

Inspection date	2 July 2018
Previous inspection date	11 December 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 do not have a secure knowledge of the possible signs and symptoms of abuse and reporting procedures. They are not able to demonstrate an up-to-date knowledge of the steps to take to protect children from extreme views and behaviour.
- The quality of teaching is poor. Activities lack challenge and this does not support children to make good enough progress in their learning and development. The provider and manager do not monitor staff performance effectively enough to help them improve their practice.
- Staff are not always deployed effectively to meet children's individual needs.
- Children's behaviour is not always managed effectively. Staff do not help children to develop their understanding of why some behaviour is not acceptable through consistent and appropriate boundaries.
- The management team does not compare the progress made by different groups of children to make sure that all children make the best possible progress.
- Staff do not gather information about development from parents when children start.
- Self-evaluation is not effective in improving the quality of the pre-school.

It has the following strengths

- The pre-school is welcoming and children enjoy independently accessing the resources.

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:

	Due Date
<ul style="list-style-type: none"> ■ ensure all staff have a good knowledge of the signs and symptoms of abuse and the safeguarding procedures to follow if they have concerns about a child's welfare 	30/07/2018
<ul style="list-style-type: none"> ■ improve staff's knowledge of the 'Prevent' duty guidance to enable them to protect children from extreme views and behaviours 	30/07/2018
<ul style="list-style-type: none"> ■ improve the quality of teaching to ensure that children receive challenging activities that help them to make good progress in their learning and development 	30/07/2018
<ul style="list-style-type: none"> ■ ensure that staff are deployed effectively to meet children's needs 	30/07/2018
<ul style="list-style-type: none"> ■ ensure that staff manage children's behaviour in an appropriate way 	30/07/2018
<ul style="list-style-type: none"> ■ ensure the professional development needs of staff are identified and met through ongoing support and training, so that the quality of teaching and learning is improved. 	30/07/2018

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

- develop systems further to assess the progress that different groups of children are making to ensure that activities support all children's development
- develop the sharing of information when children start to support parents to contribute to their children's learning
- improve self-evaluation to identify and address all areas for improvement to improve outcomes for children.

Inspection activities

- This inspection was brought forward following a risk assessment process.
- 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 a joint observation and held a meeting with the pre-school deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the preschool.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Although the deputy manager has a good knowledge of safeguarding, staff do not show they know the types and possible signs and symptoms of abuse. They are not up to date with 'Prevent' duty guidance. Staff are not confident in their knowledge of the procedures to follow should they have a concern about a child's welfare. This compromises children's welfare. Although most staff are qualified, the quality of teaching is poor and staff do not motivate children to learn. This weakness has a significant impact on children's learning and development. Furthermore, the monitoring of the quality of teaching is weak. For example, individual weaknesses and targets have not been identified and raised for staff to improve the quality of their teaching. This means the performance management arrangements are not effective. While ratios on the premises meet the requirements, the deployment of staff means that the needs all children are not always effectively met. For example, staff focus on a particular activity or care routine and are not consistently aware of other children. Self-evaluation is ineffective as it has not identified current areas of weakness. Although the manager tracks children's individual progress, the progress that different groups of children make is not effectively monitored. Staff recruitment is effective to ensure their suitability to work with children.

Quality of teaching, learning and assessment is inadequate

Although staff observe and assess children's progress accurately, they lack confidence in planning and delivering activities that meet children's individual learning needs. For example, staff consistently ask children questions which require a simple answer and do not develop children's own thoughts or challenge their learning. As a consequence, children's level of engagement is poor, which results in them becoming bored and losing interest. Although staff know children's personalities well, they do not recognise what children are capable of and do not consistently challenge children. For example, craft activities are over directed by staff. This results in children being unable to develop their own creative skills. Information is not obtained from parents about what their children already know and can do as they enter the provision. This means that children's starting points and achievements are not fully established. Children move freely around the environment and make choices in their play. Older children play together and use their imaginations well. For example, they enjoy pretending that water is fuel and pour it into the ride-on cars.

Personal development, behaviour and welfare are inadequate

At times, children's behaviour is not managed well. This is because staff do not consistently explain why behaviour, such as climbing on furniture and toys, is not acceptable. Furthermore, staff are not effectively deployed to ensure they are able to suitably challenge children's play to help all children become fully engaged. Each child has a key person, which enables positive relationships with children and parents to be built. This contributes towards supporting children's individual needs and sharing information about their development with parents. Parents do receive some daily feedback verbally from staff, including play choices. Children's individual care needs are met well, such as nappy changes. Children have access to the outdoor play area throughout the session,

which supports their physical development. Older children are encouraged to share and take turns as they play in the mud kitchen. Younger children gain confidence in their physical skills. For example, they practise walking on stepping stones. The children enjoy healthy snacks and meet children's individual dietary needs and preferences well.

Outcomes for children are inadequate

The delivery of activities to support children's development towards their identified next steps is ineffective. As a result, children do not make enough progress to help prepare them for moving on to school. However, children in the main, are confident, self-assured and play well together. They make independent choices in their play.

Setting details

Unique reference number	253092
Local authority	Nottinghamshire
Inspection number	1139805
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	31
Name of registered person	North Leverton Pre-School and Out of School Club Committee
Registered person unique reference number	RP521981
Date of previous inspection	11 December 2015
Telephone number	01427 881144

North Leverton Pre-School and Out of School Club registered in 1972. There are six members of staff who work with the children, two of whom hold a relevant qualification at level 5 and three hold a qualification at level 3. The setting opens from 7.45am to 6pm, Monday to Friday during term time, and 8.30am to 5.30pm during the school holidays, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

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