

# St Johns Under 5's Pre School



St. Johns Parish Church, Walshaw Street, Bradford, West Yorkshire BD7 4AB

<b>Inspection date</b>	1 October 2018
Previous inspection date	11 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	<b>Previous inspection:</b>	Good	2
Effectiveness of 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

### The provision is inadequate

- Children are not safeguarded. Staff have a poor understanding of child protection, particularly wider safeguarding issues. Furthermore, the manager, also the lead safeguarding practitioner, has not attended a child protection training course. Nor does she recognise and report allegations against staff.
- The safeguarding policy and procedures are not in line with legislative changes. The provider does not have regard to, or keep up to date with, the government's safeguarding statutory guidance documents, to support safeguarding practices.
- Observations and assessments of children's progress are not frequent or accurate enough, and some are of poor quality. Staff do not sufficiently plan to support children's individual learning needs and help them make the progress they should, particularly where they are working below expected development levels.
- Staff are unaware of the requirement to complete the required progress check for children aged between two and three years.
- Staff do not support children's early communication and language skills well enough where they speak English as an additional language.
- Staff do not sufficiently inform parents about children's progress and involve them in supporting children's learning at home.
- The provider and manager do not sufficiently monitor the quality of teaching and learning. Consequently, there are weaknesses and inconsistencies in how children are taught and the progress made by some children.

### It has the following strengths

- Staff create a stimulating and welcoming indoor learning environment to support children's independent learning. Positive relationships are observed between staff and children.

## What the setting needs to do to improve further

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

	Due date
ensure that staff are trained to gain and maintain a secure knowledge and understanding of the safeguarding policy and procedures to be able to identify signs of all types of possible abuse, and to be alert to any issues of concern in the child's life at home or elsewhere at the earliest opportunity	29/10/2018
ensure that the manager attends a child protection training course, taking account of any advice from the Local Safeguarding Children Board or local authority on appropriate training courses, and ensure she is aware of how to recognise and manage any allegations made against staff	29/10/2018
have regard to the 'Prevent duty guidance for England and Wales 2015 and to the 'Working Together to Safeguarding Children 2018' to ensure that your safeguarding policy and procedures are in line with current guidance, procedures and legislation	15/10/2018
ensure that staff undertake effective and accurate observation and assessment, to identify and plan for children's future learning needs, identify gaps in children's learning and any areas requiring additional support, in consultation with parents and other professionals as necessary, and keep every parent up to date with their children's progress	24/12/2018
as part of the assessment processes, review children's progress when a child is aged between two and three years, providing parents with a written summary of their child's development in the prime areas	24/12/2018
fully support children's early communication skills where their home language is not English; as part of this, work in partnership with parents to support children to develop and use their home language and to ensure there is no cause for concern about a child's language at home	29/10/2018
ensure that each child's key person consistently seeks to engage and support parents in guiding their child's development at home	24/12/2018

implement effective and regular staff supervision arrangements to swiftly identify and tackle underperformance and inconsistencies in practice and improve staff's knowledge and professional development opportunities, including the manager's and staff with key responsibilities, so that teaching and learning are significantly improved.	24/12/2018
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### 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 a joint observation with the pre-school manager who is also the nominated individual for the organisation.
- The inspector held a meeting with the manager. She looked at relevant documentation including evidence of the suitability of staff working in the pre-school and sampled children's records of learning.
- The inspector spoke to parents during the inspection.

**Inspector**  
Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is inadequate

The leadership and management of the pre-school are weak. There are poor systems for checking the quality of the provision, keeping abreast of changes and ensuring continuous improvement. Safeguarding is not effective. Some staff cannot fully identify general signs of abuse and neglect. Furthermore, staff are unaware of indicators that a child may be at risk of harm from extreme behaviours and views. Most do, however, understand internal and external reporting procedures. Although the manager has some knowledge of child protection, this is not sufficient enough. She has not completed approved child protection training, which impacts on her ability to fully support, advise and guide staff. Furthermore, where an allegation was previously made in 2017 against a staff member, the manager dealt with this as a complaint, investigating it herself. She failed to notify Ofsted or her local statutory children's services. The child protection policy and procedures have not been updated to include wider safeguarding issues and the provider does not hold current statutory safeguarding documents. Staff promote children's welfare in other ways. For example, they identify and minimise hazards, stringently monitor access to the pre-school and provide high visibility tabards for outings. Weaknesses in staff's practice and knowledge are not quickly and accurately identified. This includes the special educational needs coordinator, who does not fully understand or fulfil her roles and responsibilities. Consequently, staff do not receive adequate feedback and specific training and mentoring. This means that the manager is not effectively leading the staff team, or sufficiently supported in doing so by the provider, or ensuring swift improvement of the quality of teaching.

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

Despite the majority of staff having qualifications, this is not having a positive impact on practice. Teaching is sometimes poor, although certain staff enthusiastically play alongside children to build on their learning. Although children make some progress, this is often incidental because staff are failing to adequately observe and assess children's progress, including by completing a progress check for children aged between two and three years. This means that the identification of, and planning of, children's next steps is not precise enough to ensure that children make the progress they should. It also means that parents are not sufficiently informed about, and involved in supporting their children's learning at home. There are insufficient arrangements for supporting children with additional needs and those working below development expectations, particularly in key areas, such as their speech; some children's progress has not been sufficiently monitored or reviewed by their key person, the special educational needs coordinator or management. This means that they have not received targeted support in consultation and partnership with parents or other professionals. Despite this, children enjoy their time at the pre-school. They show good engagement in a broad range of accessible and inviting activities that stimulates their play and interest. Staff complement children's experiences with interesting outings, such as shopping for the morning snack and visiting the local library and community garden.

### Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding practices, and in teaching and learning, have a negative

impact on children's welfare and personal development. As part of this, there is a lack of planning to support children's foundations for future learning, such as their speech and language. This includes children who speak English as an additional language. Nonetheless, children settle quickly on arrival and they have clearly formed secure attachments to their key person and other staff. Settling-in arrangements are planned with parents and there is close consultation with some parents to support children's move to the pre-school. This is, however, less successful where families do not speak English. Parents spoken to on the day of the inspection expressed complimentary feedback about the pre-school. Staff instil early messages to children about healthy lifestyles, such as eating healthily, which helps to promote their physical well-being.

### **Outcomes for children are inadequate**

Weaknesses in teaching mean that children's ongoing learning needs are not being addressed sufficiently and some children's progress and preparation for school is hindered. Despite this, children are developing certain skills for future learning. They behave well and enjoy leading their own play. Children focus and show imagination, for example, as they explore the dough. They build early friendships and develop early independence, for instance, as they help to prepare the morning snack.

## Setting details

<b>Unique reference number</b>	301988
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10059493
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	St Johns Under 5's Pre School Committee
<b>Registered person unique reference number</b>	RP523630
<b>Date of previous inspection</b>	11 February 2014
<b>Telephone number</b>	01274 502097

St Johns Under 5's Pre School opened in 1987. The pre-school employs seven members of staff, six of whom hold appropriate qualifications; one is at level 2, four are at level 3 and one is at level 4. The pre-school is open Monday to Friday, from 8am to 5pm, all year round. The pre-school 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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