

Berry Brow Pre-School Playgroup

Newsome South Methodist Church, Birch Road, Berry Brow, Huddersfield,
West Yorkshire HD4 7LP



Inspection date	27 September 2018
Previous inspection date	4 December 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

The provision is inadequate

- The committee has failed to undertake the relevant additional checks, when accepting an existing Disclosure and Barring Service check completed by another organisation. This lacks sufficient rigour to assure children's safety fully.
- Staff are not always fully supported when they first start at the setting. On occasion, induction procedures are not carried out, which further compromises children's safety.
- The committee members do not have a thorough understanding of their roles and responsibilities, to ensure they meet the requirements of the early years foundation stage.

It has the following strengths

- Teaching is good across the setting. Staff fully engage with the children and offer a range of activities indoors and outdoors.
- Strong links have been established with the neighbouring school, which further support children's learning as they share information.
- Parents' comments are positive. Children settle easily into the setting. The successful key-worker system ensures children quickly form secure attachments.
- Children make good progress during their time in the setting. This prepares them well for the next stage in their learning.

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
complete all the necessary checks to ensure staff and committee members are suitable for their roles	04/10/2018
conduct induction processes for new staff to ensure they fully understand their roles and responsibilities	04/10/2018
ensure the provider has a thorough understanding of their roles and responsibilities in relation to the requirements of the 'Statutory framework for the early years foundation stage'.	27/11/2018

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

- develop systems further to include information about children's progress and learning at home, to assess children's starting points accurately
- provide opportunities for staff to develop their questioning skills to take teaching to an even higher level.

Inspection activities

- The inspector observed activities throughout the setting and assessed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents and carers.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the provider, and checked relevant documents, including evidence of the suitability of adults working in the setting.
- The inspector spoke with staff and children throughout the inspection.

Inspector
Lesley Maughan

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The committee has not completed sufficiently rigorous checks on the newly appointed manager's existing Disclosure and Barring Service check. It has accepted her existing check without seeking additional information and checks, as required to assure a person's suitability. This compromises children's safety. However, all staff are secure in their knowledge of safeguarding and its wider issues. They know how to recognise symptoms of abuse and neglect, and to whom they should report it. Staff are supported generally well in their roles on a day-to-day basis. However, induction procedures are not always followed, which has an impact on individuals being fully aware of their roles and responsibilities. The well-qualified staff team receives some coaching to improve interactions with children. However, these arrangements do not yet help staff take their teaching to a higher level. The new manager is establishing new ideas to drive improvement across the setting. For example, she has introduced new routines and children are beginning to learn new rules and boundaries. This prepares them well for their move on to school. A wide range of policies and procedures is in place to ensure children are kept safe. Staff routinely assess safety within the learning environments to minimise risk.

Quality of teaching, learning and assessment is good

Staff know the children extremely well. They regularly observe the children. This allows them to plan a wide range of activities to support individual children's learning. Staff successfully monitor children's progress and can soon identify where there are any gaps. Children are motivated and eager to learn. They can make independent choices about where they would like to play. Staff support children's understanding of mathematics. For example, during a baking activity, children are encouraged to work out how many more bun cases they need to fill the tray. They are beginning to understand the basic principles of addition and subtraction. However, on occasion, staff miss opportunities to provoke children's critical-thinking skills to extend their learning even further. Children have access to a safe enclosed outdoor area. They skilfully ride around on bicycles and negotiate the sloped grass bank to support their physical skills. Children begin to assess their own safety and manage their own risks as they confidently climb the large outdoor apparatus.

Personal development, behaviour and welfare are inadequate

Weaknesses in organisation in leadership and management compromise children's well-being. That said, children are happy and settled in the setting. They arrive and separate from their carer easily. Children are respectful of each other, and share and take turns readily. For example, they wait patiently to take their turn on the trampoline. Children are learning to keep themselves healthy. They have access to healthy snacks and are able to make choices. They are becoming increasingly independent as they pour their own drinks and hang up their own coats. Children behave well. Staff act as positive role models and give regular praise and encouragement. This enhances children's confidence and self-esteem. Parents speak highly of the setting. They feel the staff know their children well. Settling-in sessions are targeted towards children's individual needs. Parents contribute information when their children first start. However, this information is

not always used effectively to inform children's initial assessments.

Outcomes for children are good

All children make good progress from their starting points. As a result, they are fully prepared for their next stage in learning. The setting has formed excellent relationships with the neighbouring school. Regular dialogue supports children's learning further as they share information. The manager has started to monitor the progress of groups of children so she can quickly identify any support needed. Children's communication and language are well supported. Children join in enthusiastically during a singing session as staff model the actions and they copy with enthusiasm and delight.

Setting details

Unique reference number	311295
Local authority	Kirklees
Inspection number	10063956
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	13
Name of registered person	Berry Brow Pre-School Playgroup Committee
Registered person unique reference number	RP910511
Date of previous inspection	4 December 2015
Telephone number	07935 430100

Berry Brow Pre-School Playgroup registered in 1993. The pre-school employs four members of childcare staff. Of these, one has early years professional status, one has an early years qualification at level 4, and two are qualified at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It also supports children who speak English as an additional language.

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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