

Farndon Fields Community Project Pre- School



Argyle Park, Market Harborough, Leicestershire LE16 9JH

Inspection date	12 October 2018
Previous inspection date	30 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- Members of the committee are not clear about their roles and responsibilities as the registered provider of the pre-school.
- The provider has not ensured that all legal requirements are met. Ofsted have not been provided with information to complete necessary checks for all persons who make up the committee.
- Staff are not able to demonstrate an up-to-date knowledge of the steps to take to protect children from extreme views and behaviour.
- Activities are not always planned well enough to help children who are taking part to be fully engaged and benefit from these experiences.
- Children who speak English as an additional language do not have opportunities to use their home language in their play.
- Management have not implemented effective self-evaluation to identify and prioritise areas of the practice in the pre-school that require improvement.

It has the following strengths

- Children form positive relationships with staff and settle quickly. Children are happy and enjoy their time in the pre-school.
- Parents comment that staff are very supportive and they value the care their children receive. Management and staff work closely with parents to support children's learning in the pre-school and at home.

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 all committee members have a secure understanding of their roles and responsibilities with regard to the early years foundation stage, in order to ensure that requirements are met	13/11/2018
provide Ofsted with the required information about committee members so that the full assessment of their suitability can be completed	13/11/2018
ensure all staff have a thorough understanding of the 'Prevent' duty to protect children from being drawn into radicalisation or be exposed to extreme views and behaviours	13/11/2018
develop the planning of activities to meet the individual needs and interests of children	13/12/2018
provide children who speak English as an additional language opportunities to use their home language during their play.	13/12/2018

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

- develop self-evaluation processes to ensure that areas for development are accurately identified and addressed.

Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working within the setting.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments and a range of policies and procedures.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector considered the views of parents in discussions during the inspection.

Inspector
Susan Sykes

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider has failed to notify Ofsted of new committee members. This means Ofsted have not been able complete suitability checks to ensure every individual is suitable for their role. This has a significant impact as the committee is responsible for the recruitment and checking the suitability of new staff and is able to make decisions about the setting. In addition, the committee has not ensured staff have up-to-date safeguarding knowledge. Staff do not have a clear understanding of the 'Prevent' duty guidance and how to recognise and prevent children from being exposed to extreme views and behaviours. However, staff know how to recognise possible signs and symptoms of abuse. They know the procedures to follow should they have a concern about a child's welfare. The manager completes staff supervisions, and these are used to help identify training needs. Staff attend mandatory training, such as obtaining paediatric first-aid certificates.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some activities in the pre-school are not planned well enough to take into account children's individual needs. For instance, some group activities last for extended periods of time and children become disengaged or wander off. Staff make observations of children's learning and plan their next steps. However, these are not always used effectively to help children make consistently good progress. Children who speak English as an additional language are not provided with opportunities to use their home language in the pre-school. However, when planned well, children remain engaged in activities of their choice. For example, children mix water and cornflower and talk about the pretend cakes they are making and staff use new words, such as 'gloop'. Staff listen to their ideas and engage in meaningful conversations. This helps to support children's communication and language skills.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare and safety are not assured. Nevertheless, children demonstrate they are happy and enjoy attending the setting. Staff provide a welcoming environment and children are greeted warmly as they enter the pre-school. Children are taught to share and take turns during their play. Staff help children to become independent in managing their personal needs, such as washing their hands before eating. Children benefit from fresh air and exercise on a daily basis where they use bicycles and ride-toys. This also helps their physical development.

Outcomes for children require improvement

Weaknesses in planning and teaching mean that all children do not make the best possible progress in their learning and development. However, children gain some skills to help prepare them for future learning. For example, they are building firm friendships and are learning to respect each other. When engaged in play of their choice, children persevere and concentrate during activities, demonstrating a positive attitude to their learning.

Setting details

Unique reference number	226396
Local authority	Leicestershire
Inspection number	10070981
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	38
Name of registered person	Farndon Fields Community Project Playgroup Committee
Registered person unique reference number	RP522542
Date of previous inspection	30 June 2015
Telephone number	0777 3489 551

Farndon Fields Community Project Pre-school registered in 1984. It operates from a mobile building within Farndon Fields Primary School in Market Harborough, Leicestershire. The pre-school operates on a Monday to Friday from 9am until 3pm, with the exception of Thursday when sessions are 9am until midday. The pre-school operates during term time only. There is a total of four staff who work with the children, all of whom hold relevant childcare qualifications at level 2 or above. 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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