

# Newfoundpool Neighbourhood Centre

Newfound Pool Centre, Pool Road, Leicester LE3 9GH



<b>Inspection date</b>	16 October 2018
Previous inspection date	3 July 2018

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

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- The manager does not use supervision to accurately identify weaker aspects of staff's practice. Teaching is variable and older children are not consistently challenged to make good progress.
- Some staff do not interact well with older children and do not know the next steps planned for their learning. As a result, gaps in older children's language development are not consistently closing over time.
- Staff are not focused on helping children to use and to develop the languages they speak at home in their play and learning. This does not fully support children's language development.

### It has the following strengths

- Staff working with younger children are enthusiastic and respond well to what children say and do. Younger children are motivated and show that they enjoy their learning.
- Staff work closely with parents and other agencies to agree ways to effectively meet the needs of children who have special educational needs (SEN) and/or disabilities.
- The manager uses early years pupil premium funding well. For example, she purchases additional resources for the sensory room to extend children's personal, social and emotional development.

## 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
improve the interactions between staff and older children, to guide and to challenge these children to make good progress in their learning and development	03/12/2018
plan precisely and focus on what older children need to learn next, to make sure gaps in their learning close consistently over time, especially in their language development	03/12/2018
help all children to develop and use their home languages in their play and learning, to help support their language skills.	03/12/2018

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

- strengthen supervision of staff to thoroughly evaluate their teaching and identify what they need to improve upon, to make sure teaching and learning are consistently good.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held meetings with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection.

### Inspector

Dianne Adams

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager does not thoroughly check staff performance. She does not use supervision to tackle weaknesses in the teaching and outcomes provided for older children. Safeguarding is effective. Recruitment procedures are rigorous. The manager carries out checks to make sure that staff are suitable to work with children. Staff attend training events to develop their knowledge of child protection. Staff know the actions they must take to keep children safe. For example, staff do not use mobile phones on the nursery premises. Managers understand the procedures they must follow if an allegation is made against a member of staff. Children are safe as they play. Staff identify and minimise hazards outdoors and indoors.

### Quality of teaching, learning and assessment requires improvement

Overall, staff are well qualified. Despite this, at times, staff working with older children are not aware of what all the children in the playroom are doing. They do not recognise that some children are not interacting with staff or engaged in play. Although all staff assess what children can do well and what they need to learn next, some staff working with older children do not know the targeted next steps planned for children. Consequently, older children are not helped to make consistently good progress in their learning, especially in their language development. In contrast, staff help younger children to be confident talkers. They constantly model language to build upon children's vocabulary. Young children enjoy singing nursery rhymes and reading stories with staff. Parents state that they feel well informed about their children's learning. They say that this helps them to continue their children's learning at home.

### Personal development, behaviour and welfare require improvement

Children are not always motivated by staff to achieve good progress. For example, children are not always encouraged to use the languages they speak at home during their play. That said, children are independent and enjoy completing small tasks. They learn to keep themselves and others safe as they help to tidy away toys. The key-person arrangements are effective. Children seek familiar adults when they arrive. They receive lots of reassurance and cuddles if they feel unsure. Children enjoy healthy and nutritious meals and develop good hygiene habits. They continue their learning outdoors as they dig in sand and push cars and trucks along the floor. Children learn the nursery's rules and boundaries from staff, who are good role models. Children are respectful and kind to their friends.

### Outcomes for children require improvement

Children are not prepared well enough for the next stage in their learning and for school, when the time comes. Some older children do not make good rates of progress from their starting points. Nevertheless, all children enjoy being creative. Older children concentrate well as they explore and name different fruits. They develop their early writing skills as they draw pictures of fruit, using paintbrushes. Younger children show curiosity for the world around them. They explore natural materials, such as dried leaves and wooden items. All children count items in their play. They learn about space and measure as they fill and empty containers in the sand.

## Setting details

<b>Unique reference number</b>	EY542824
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10080250
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	38
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Miss Honey's Pre-School Ltd
<b>Registered person unique reference number</b>	RP542823
<b>Date of previous inspection</b>	3 July 2018
<b>Telephone number</b>	07479475491

Newfoundpool Neighbourhood Centre registered in 2017 and is known as Miss Honey's Pre-school. The centre employs 13 childcare staff, including the manager. Of these, seven hold appropriate early years qualifications at level 3 and one holds level 2. The centre opens Monday to Friday from 8am to 6pm, all year round. Funded early education is provided 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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