

Northstead Community Pre-School

Northstead Community Pre-School, Givendale Road, Scarborough YO12
6LG



Inspection date	12 February 2019
Previous inspection date	26 January 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

This provision is inadequate

- The lead staff member for safeguarding children does not have a robust understanding of the Local Safeguarding Children Board policies, particularly in relation to if an allegation is made against a member of staff.
- The provider has failed to provide Ofsted with the necessary information to complete suitability checks for all people involved with the pre-school, including committee members.
- The quality of teaching is variable and, on occasion, staff do not have high enough expectations of children.
- The accuracy of assessment is inconsistent and some observations of children's learning lack detail. In addition, staff do not collect information about children's achievements on entry to the pre-school.
- The manager does not sharply monitor the impact of extra funding for children. This means some of the gaps in children's learning are not closing quickly.

It has the following strengths

- Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are supported to make good progress. Staff help them to develop their communication skills and build on their social skills.
- The manager and staff team are very welcoming, friendly and nurturing towards children and their families. Children have secure bonds with them and parents are very happy with the level of care their children receive, describing the pre-school like 'a small family'.

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 the lead staff member for safeguarding has a thorough knowledge of the procedures to follow in the event that an allegation is made against a member of staff	30/04/2019
ensure Ofsted receives the necessary information to complete suitability checks for all persons involved with the pre-school, including the committee members	31/03/2019
develop the quality of staff's teaching, particularly during planned activities, so all children are challenged and make good progress towards their individual learning goals	30/04/2019
develop staff's skills in observation and assessment to ensure they have a clear understanding of children's current stages of development and to shape learning experiences and provide an accurate picture of their progress.	30/04/2019

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

- monitor the impact of extra funding, to ensure it is used effectively to close gaps in children's learning.

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 to the children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback and spoke to a group of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider has not provided Ofsted with the necessary information required to complete suitability checks before appointing committee members. In addition, the lead staff member for safeguarding is unable to act swiftly and follow procedures in the event an allegation is made against a member of staff. However, staff are aware of what to do if they have concerns about children's welfare and confidently identify the signs of potential radicalisation. The manager supports the staff team well and provides opportunities for them to have targeted supervision that focuses on their individual needs. They regularly reflect on their skills and access training to continually improve. For example, they have attended a speech and language course, which helps them to boost children's vocabulary. This has had a positive impact on children who speak English as an additional language. Overall, the manager monitors children's development. However, she does not evaluate the impact of early years pupil premium funding to ensure it is used effectively to close gaps in children's learning.

Quality of teaching, learning and assessment requires improvement

Teaching is inconsistent and staff do not focus on helping children to make progress towards their individual learning goals. For example, staff provide a planned creative activity. However, they take writing equipment from older children and write their names for them, rather than encouraging them to practise early writing skills for themselves. Although staff complete observations of children's experiences, some lack sufficient detail to contribute accurately towards ongoing assessments of their progress. In addition, staff do not find out enough information about what children already know and can do upon entry. Some children's assessments inaccurately show lower than typical progress. This means staff do not always shape learning experiences well from the start. In contrast, children who have SEND have effective, tailor-made learning plans, which key staff share with parents and other professionals to help children make significant progress.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management have led to breaches of the safeguarding and welfare requirements. This compromises children's safety. However, staff are very good role models for children and work hard to help them settle in and become part of the group. For example, parents state how staff made their child feel 'special and welcomed' on their first day as they found out about the things they enjoy and ensured they were readily available. The manager and staff team have a good knowledge of children's care needs and their home lifestyles. They actively promote inclusion. For example, staff share family pictures which spark conversation among children about the things they do with their own families. Children delight in sharing their stories. They build good social skills and high levels of self-esteem. Children enjoy opportunities to have fresh air and physical activities in the outdoors. Staff use praise and gently remind them to take care with pushchairs. Children respond to boundaries appropriately and their behaviour is positive. Staff encourage children to pour their own drinks and choose fresh fruit at snack time. They request parents provide healthy lunches for children. Staff teach children about healthy lifestyles.

Outcomes for children require improvement

Gaps in areas of some children's learning are not closing swiftly. Some children are not making progress typically expected for their age. However, children with SEND make excellent progress in their personal, social and emotional development. Children develop good communication skills in preparation for starting school. Overall, children make choices about their learning but their engagement in activities is variable. For example, some children are very enthusiastic to join in, while others are less motivated.

Setting details

Unique reference number	EY340794
Local authority	North Yorkshire
Inspection number	10071082
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	26
Number of children on roll	43
Name of registered person	Northstead Community Pre-School Committee
Registered person unique reference number	RP904548
Date of previous inspection	26 January 2015
Telephone number	01723 370 930 381 989

Northstead Community Pre-School registered in 2006. It is situated in Northstead Methodist Church Hall on the north side of Scarborough. It opens Monday, Tuesday, Wednesday and Friday during term time. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager who holds qualified teacher status. 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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