

# Priory Lane Pre-school

Manor Farm Childrens Centre, Priory Lane, Scunthorpe DN17 1HE



<b>Inspection date</b>	13 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to notify Ofsted and the designated officer about concerns raised regarding some staff's inappropriate behaviour with children.
- Occasionally, during some activities, staff do not encourage children to concentrate and to listen.

### It has the following strengths

- Staff reinforce 'golden rules' to promote positive behaviour. Children behave well and know what is expected of them. They use good manners such as 'excuse me' and 'please'.
- Children who speak English as additional language are supported well to develop their understanding. Staff speak to children in English and their home language. They use pictures and sign language to complement the words they use.
- The manager and staff visit children and parents in their homes before they start attending. They gather information about children's individual needs and what they already know and can do. This helps staff to meet children's needs and to plan for their learning.
- Staff find out about children's medical and dietary needs. The manager ensures that all staff are aware of children's needs and know the procedure to follow in the event of an emergency. Children's health is promoted well.
- Staff share information with parents about children's achievements. They invite parents to share information about their children's interests at home. Staff offer parents advice and support about how to continue their children's learning at home.
- Children make good progress in their learning. They are keen to explore and investigate, and are confident to talk to staff about their needs and wishes.

## 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 concerns about the inappropriate behaviour of staff with children are reported to Ofsted and the designated officer in a timely manner.	14/02/2019

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

- help children to sustain their concentration and to listen at the very highest level.

### Inspection activities

- This inspection was carried out as a result of a risk assessment process, following information received about the provider.
- 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.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider has not informed Ofsted or the designated officer about an incident where some staff's behaviour put children's safety at risk. However, staff do have an understanding of the signs of abuse. They attend training that keeps their knowledge up to date. Staff attend supervision meetings that help them reflect on their teaching practice. Most staff are qualified and further training has a positive impact on children's understanding and speaking skills. For example, staff use sign language when they talk to children. However, occasionally, opportunities to extend children's listening skills and concentration are not as effective, particularly when all children join together for an activity. Improvements made to the routine of the day have a positive impact on children's oral hygiene. For example, children brush their teeth daily.

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

Staff plan activities that help children achieve in their learning. Staff also support children to choose their own resources to promote their interests. Through effective observations and assessments, staff identify what children need to learn next. They promote older children's literacy development well. Staff help them to recognise their written name. They make the sound that is represented by the first letter of the alphabet in their name. Staff help children to make good progress in their understanding of mathematics. They count the number of beads children balance on their fingers. Children learn to count. Staff support children with special educational needs and/or disabilities very well. They work with parents, as well as speech and language therapists, to identify specific targets for children.

### Personal development, behaviour and welfare are good

The manager has effective recruitment procedures in place. Staff encourage children to develop their knowledge and understanding of a healthy lifestyle. They talk to children about the healthy snacks they offer them. Children help staff to plant and grow vegetables in the garden and learn about how food grows. They demonstrate that they are emotionally secure. For example, children greet staff with a cuddle when they arrive. Staff encourage children to be independent. They provide them with a knife to butter crumpets at snack time. They ask children to manage their own care needs, including wiping their nose and disposing of the tissue.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. They develop skills in preparation for their move on to school. Children develop an understanding of the world, including diversity. They learn the different ways people communicate, for example, to use their hands and gestures instead of words. Children demonstrate a good imagination and physical skills. For example, they manipulate dough to make pretend ice creams. Younger and older children thread beads onto a bit of lace and show good hand-to-eye coordination.

## Setting details

<b>Unique reference number</b>	EY552880
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10094425
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Priory Lane Pre-school Committee
<b>Registered person unique reference number</b>	RP519401
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07591 531244

Priory Lane Pre-school registered in 2017. The pre-school employs eight members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3, two hold qualifications at level 5 and one holds a qualification at level 6. The pre-school opens during term time only. Sessions are on Monday, Wednesday and Thursday from 9am until 3pm and on Tuesday and Friday from 9am until midday. 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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