

First Friends Pre-School

Ringway Primary School, Ringway, CHOPPINGTON, Northumberland
NE62 5YP



Inspection date	24 April 2019
Previous inspection date	3 November 2016

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

- Managers and staff have a poor understanding of how to recognise and respond to allegations made against staff working directly with children in the pre-school. Previous actions to address weaknesses in safeguarding practice have not been addressed successfully.
- Staff do not take full account of children's current stage of development when planning learning experiences and routines throughout the day. Children do not make good enough progress.
- Self-evaluation is not sufficiently developed to clearly identify areas for development, including professional development to improve the overall provision and the learning opportunities for children.

It has the following strengths

- Children enjoy activities, such as playing with compost in the mud kitchen area outdoors. They share resources well with each other and enjoy exploring and making pretend cakes.
- Parents are involved in their children's learning. They say they receive ongoing information from staff about the activities their children have been enjoying while in pre-school.
- Staff give clear messages to children about the importance of eating healthily and drinking water to keep them hydrated.
- Children are supported emotionally when the time comes for them to leave pre-school and move on to school. For instance, staff from the host school visit children and read stories to them.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that managers and staff recognise and respond swiftly to any allegation made against a member of staff and follow correct procedures in accordance with the pre-school safeguarding policy.	26/04/2019

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve teaching and plan learning experiences and routines for children that take full account of their individual needs and stage of development to support them to make the best possible progress.	03/05/2019

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

- use self-evaluation to identify and address weaknesses in provision, to improve the overall quality of practice.

Inspection activities

- This was a priority inspection carried out following information received that raised concerns around how safeguarding procedures are implemented in the pre-school.
- 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 held a meeting with the headteacher/nominated person of the pre-school and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and carers during the inspection and took account of their views.

Inspector
Nicola Jones

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Managers and staff failed to recognise when an allegation was made against a member of staff working directly with the children. They did not act upon information received and follow correct procedures, in accordance with their safeguarding policy. Relevant professionals were not contacted in a timely way and no action was taken to investigate further. This significantly compromises children's safety and welfare. There have been previous occasions of non-compliance in relation to safeguarding practices in the pre-school. Although staff have received ongoing support and training in this area, previous actions relating to breaches of the safeguarding and welfare requirements have not been fully addressed successfully. The manager has reviewed the provision, including children's assessment information. She has identified some areas where practice can be improved in relation to teaching and learning. However, the self-evaluation process is not rigorous enough to identify the significant weaknesses in practice.

Quality of teaching, learning and assessment requires improvement

Staff make ongoing assessments of children's learning. However, they do not always take account of children's individual needs when planning future experiences that help them develop the next steps in their learning. For example, staff focus on children being able to write their name independently and recognise numbers up to 10 before they are developmentally ready for this stage in their learning. Some group-time activities are used well to promote the learning of older children. Staff who hold qualified teacher status support children well to recognise rhythm in spoken words. For example, staff model how to clap syllables in the word 'Wednesday'. Children copy the actions and try this for themselves. This supports the development of their early reading skills and prepares them with some of the skills they require for starting school.

Personal development, behaviour and welfare are inadequate

The significant weaknesses in leadership and management have a negative impact on children's care and well-being. That said, staff are very friendly and form positive relationships with children in their care. Parents spoken to say their children enjoy attending and make lots of friends. Good opportunities are provided to support children's physical and emotional needs. Staff provide daily opportunities for children to be active and exuberant outdoors and ensure good hygiene practices are adhered to throughout the day.

Outcomes for children require improvement

Some children do not make good enough progress and are not challenged to a high enough level. Despite this, they are confident and sociable learners. Children make strong friendships with their peers and enjoy the time they spend at pre-school. They cooperate well with each other and listen appropriately when staff read stories to them. Children behave appropriately and respond well to daily routines, such as tidying up.

Setting details

Unique reference number	EY361308
Local authority	Northumberland
Inspection number	10102060
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	58
Name of registered person	First Friends Pre-School Committee
Registered person unique reference number	RP527285
Date of previous inspection	3 November 2016
Telephone number	01670813463

First Friends Pre-School registered in 2008. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or higher, including one member of staff with early years professional status and one with qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm. 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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