

Inspection of Monk Fryston Pre-School

Church Hall, Church Lane, Monk Fryston, Leeds, North Yorkshire LS25 5DY

Inspection date:

7 November 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not protected. A breakdown in communication between the committee and the manager has led to a decline in the standards of care and learning. No one is monitoring and evaluating the manager's or staff's practice effectively. Continuous improvements are not made. Children are not supervised closely enough, and staff fail to risk assess and minimise potential hazards in the outdoor environment.

Appropriate support is not sought for children with possible special educational needs and/or disabilities (SEND). Staff fail to ensure early interventions are in place to meet children's specific needs and abilities.

Children are happy and generally behave well, despite being left to amuse themselves mainly. However, staff do not engage and support children enough during their play. This leads to activities lacking challenge. For example, staff set out a printing activity to introduce children to acorns. They also provided different-coloured paints so that children could experiment with making different colours. However, the staff member placed pine cones in the tray for children to use and not acorns. Children had fun as they printed with the pine cones and then squelched the paint through their hands and made handprint pictures. However, staff fail to support or guide children's learning through purposeful play as they do not engage with the children at all.

What does the early years setting do well and what does it need to do better?

- Leadership and management are ineffective. The current committee is in the process of stepping down and a new committee has been appointed to take over. The current nominated individual confirms that supervisions have been undertaken on the manager. However, the manager expresses that she has received very little support and guidance from the committee since being appointed in January. The manager is aware that standards of care and learning have declined in the pre-school. However, too little is being done to secure improvements because the manager and committee are failing to work together to oversee and manage the pre-school effectively.
- All required records were not available for inspection. While the manager has completed safer recruitment training, records relating to the suitability checks completed on the new deputy and her qualification certificate were not available. A first-aid certificate was only available for one staff member, and this certificate expired the day following inspection. While the manager confirms that other staff do hold current paediatric first-aid certificates, she was unable to verify this. The nominated individual confirmed that the pre-school does hold current insurance. However, the certificate on display had expired. Ineffective record

keeping is potentially compromising children's health and safety.

- The manager is not monitoring the effectiveness of the curriculum or teaching practice. Staff are not provided with training or coaching to improve their practice. While staff have a general overview of children's development, they have not undertaken assessments of children's learning since the summer term. Staff are not aware of children's current levels of achievement within all areas of learning. This means they are unable to identify and plan challenging activities to support children's next steps in learning. Therefore, children are not supported to make the progress of which they are capable.
- Children are not provided with opportunities to develop a positive attitude to learning. As staff fail to engage and motivate children in purposeful play experiences, children are not supported to develop their curiosity and concentration. Children often wander around, moving from one activity to another as staff fail to respond to their emerging needs and interests. As children become bored, their behaviour declines as they begin to run around.
- When staff do engage with children, they benefit from these interactions. For example, children enjoy sitting with staff and listening to stories. During a group activity, one staff member supported children to listen and take turns as they followed her instructions. However, the activity was not challenging enough for older, more-able children. Staff do not consistently build on children's prior knowledge and skills.
- Children with possible SEND are not adequately supported. The special educational needs coordinator (SENCo) has recently left and staff are unsure who has taken over this role. While staff identify children with possible SEND, they are unsure how to support these children to close identified gaps in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

Staff fail to identify and promptly address risks in the outdoor environment. During the inspection, a large bin and a bag full of water were accessible to children and posed a risk of drowning. While action was taken by staff to minimise these hazards, this was only after the inspector identified this as a significant risk to children. Children are not always supervised effectively to promote their health and safety. For example, staff do not always position themselves so they can see all children in the outdoor environment. In addition, due to the use of display boards around the snack table, children are not always supervised while eating. However, staff are aware of the potential indicators of abuse and know the procedures to follow should they have a child protection concern.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure risks are identified effectively and action is promptly taken to minimise these, with specific regard to ensuring there is no water allowed to accumulate in bins and bags in the outdoor area	08/11/2019
ensure deployment of staff is effective when children play outside and when they have snack inside so that they are more closely supervised and kept safe	08/11/2019
demonstrate how at least one member of staff with a current paediatric first-aid certificate is on the premises and available at all times when children are present	20/11/2019
demonstrate how the pre-school is covered by appropriate insurance	20/11/2019
ensure a record is maintained of the vetting processes that have been completed when new staff are appointed, including details relating to their Disclosure and Barring Service check (DBS), qualifications and references	20/11/2019
ensure all records for the safe and efficient management of the setting are maintained and available for inspection	20/11/2019
ensure effective supervisions are carried out to monitor the effectiveness of the manager's and staff's practice and provide appropriate support, coaching and training to promote continuous improvement	31/01/2020
ensure staff develop knowledge of the role of the SENCo so that prompt action is taken when children are identified with possible SEND, including the provision of targeted support to aid their development and meet their specific needs	31/01/2020

ensure staff respond to children's emerging needs and interests, guiding their development through positive interactions so that each area of learning is implemented through purposeful learning experiences	31/01/2020
ensure staff monitor children's progress more accurately and use this information to identify and plan challenging next steps to support each child's good progress.	31/01/2020

Setting details

Unique reference number	400299
Local authority	North Yorkshire
Inspection number	10128187
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Monk Fryston Pre-School Committee
Registered person unique reference number	RP518679
Telephone number	01977 681 050
Date of previous inspection	29 January 2015

Information about this early years setting

Monk Fryston Pre-School registered in 1992. The pre-school employs three regular members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one holds a qualification at level 5. The pre-school also employs three bank staff who work as and when needed. The pre-school opens on Monday, Wednesday and Friday from 9am to midday, and on Tuesday and Thursday from 9am to 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The manager completed a learning walk with the inspector. She explained how staff support children's learning.
- The inspector held a meeting with the manager and had a telephone discussion with the nominated individual of the pre-school committee. She also spoke with staff, children and parents at appropriate times during the inspection. Staff's practice was observed during the course of the inspection.
- A range of documents were sampled during the inspection, including staff's suitability checks and first-aid certificates.
- The inspector and the manager jointly evaluated staff's teaching practice during an activity being delivered by a member of staff.

We carried out this inspection 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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