

# Inspection of Ford Pre-School

Hugh Joicey Church of England First School, Ford, Berwick-upon-Tweed,  
Northumberland TD15 2QA

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Inspection date:

13 December 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision requires improvement

Children are enthusiastic and motivated to learn in this well-equipped and welcoming pre-school. They use a wide range of resources and confidently make their own choices about what they want to play with. This supports their growing independence skills and helps to ensure they are keen to learn and explore. Children form strong relationships with staff and engage in play with their friends. Staff get to know children well. They encourage them to lead their own learning and follow their interests. However, on occasions, they do not set clear enough boundaries to support children to manage their own feelings and behaviour.

Children have a good sense of belonging and positive levels of well-being and self-esteem. They show pride in their achievements and are confident to share their ideas as they play. For instance, a group of children become engrossed in making a bug house after they find a large beetle in the outdoor area. Staff support them well to consider what they will need to include in their bug house and why. Children are interested to find out more about different insects as they read non-fiction books with staff. Staff enable them to work collaboratively to solve problems and to consider one another's ideas. Leaders' expectations for all aspects of staff's work, particularly in relation to wider safeguarding legislation, are not consistently high enough.

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

- Children have a wide range of opportunities for outdoor learning. They learn about nature and the wider world around them. They take part in regular visits to the on-site forest area. They grow and harvest vegetables, take part in pond dipping and learn about how to keep themselves safe during campfire sessions.
- Children develop the skills that will help them learn to read and write. They use a variety of mark-making materials, encouraging their small movements and control. Staff consistently encourage children to try to write their names. They successfully promote a love of books and reading. Children listen attentively to stories and look at books independently. Older children confidently read familiar words, such as other children's names. They select from a wide range of books to take home to share with parents.
- Very effective partnerships are in place with teachers at the host school. Staff meet with new teachers to promote continuity in approach. Staff support children fully as they prepare for the next stage in their learning when they move into the Reception class.
- Staff have forged strong links with the local community. Children are frequently taken out to places of interest, such as the local castle, to enhance their learning experiences. They gain a good awareness of the surrounding area.
- The manager supports staff effectively to develop their teaching skills. She

observes staff's interactions with children and provides feedback on how they could improve further. Staff benefit from regular supervisions and staff meetings where they reflect on the setting and how they can improve. They feel very well supported in their roles. They are motivated and happy to work at the pre-school.

- The manager and staff establish effective partnerships with parents. They value parents highly and involve them in their children's learning. Staff use various strategies to keep parents informed about their child's progress and share ideas about extending their learning at home. For example, children regularly borrow a telescope from pre-school to take part in stargazing with their family at home.
- Staff provide effective support for those children who need additional help. They work closely with parents and external specialists to ensure a shared approach to help children meet their individual targets. They work with children with speech and language delay in small groups to ensure they get high levels of targeted support.
- Overall, children behave well and follow the daily routines. For example, they help to tidy up and sit well at snack time. However, on occasions, staff do not set highly consistent boundaries in order to help children to manage their behaviour as they move between different activities and spaces in the setting.
- Overall, staff understand how to protect children from harm. However, leaders do not ensure they have a robust knowledge of wider safeguarding issues, such as children being vulnerable to extreme views and behaviours.

## Safeguarding

The arrangements for safeguarding are effective.

Overall, staff recognise the signs and symptoms that indicate a child may be at risk of harm. A safeguarding policy is in place and staff know the procedures to follow if they have concerns about a child. They have completed training and are aware of some aspects of current safeguarding legislation. However, some staff do not know how to identify or report wider concerns in relation to protecting children from extreme ideas and practices. Staff deploy themselves well and supervise children closely at all times. They carry out risk assessments and ensure that the pre-school is safe and secure.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure that all staff have a secure knowledge of wider aspects of safeguarding to protect children who may be at risk of being exposed to extreme views or behaviours.	06/01/2020
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**To further improve the quality of the early years provision, the provider should:**

- ensure that staff give children clear and consistent messages about behaviour and support them to manage their own behaviour.

## Setting details

<b>Unique reference number</b>	EY269577
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10117722
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Ford Pre-School & Ford Toddlers Committee
<b>Registered person unique reference number</b>	RP521658
<b>Telephone number</b>	07899320510
<b>Date of previous inspection</b>	23 June 2015

## Information about this early years setting

Ford Pre-School registered in 2004. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens Monday to Friday during term time and three days a week for five weeks of the school holidays. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Keith

### Inspection activities

- The inspector looked at relevant documentation, including evidence of the suitability of staff and committee members.
- The inspector observed staff's interactions with the children indoors and outside, and assessed the impact this has on children's learning.
- A joint observation was conducted with the inspector and the manager.
- Parents' views were taken into account through verbal and written feedback provided.
- Discussions were held with staff and the children at appropriate times during the inspection.

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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