

# Inspection of Gargrave Pre-School

Neville Road, Gargrave, North Yorkshire BD23 3RE

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Inspection date: 23 January 2020

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### **The provision is inadequate**

Leaders and staff are unable to demonstrate a sufficient understanding of safeguarding. This is particularly in relation to wider safeguarding issues, for example the 'Prevent' duty. Staff are not clear about the procedures when they are concerned about the safety of a child, and who they would go to within the organisation. Leaders are not given sufficient training to understand their roles and responsibilities.

Partnership working with parents is positive and parents' comments reflect this. Children demonstrate positive behaviour. Children are polite and courteous to their peers and to the staff. When challenges with behaviour arise staff deal with this quickly and calmly. Children do not receive learning experiences that challenge them to build on what they know and can do. For example, when children were making birthday cakes with the dough, they could have counted the straws they were using as candles. The needs of the younger children are not always considered when staff plan activities and as a result they are not always engaged in meaningful play. Staff should be aware of the needs of the younger children and how activities meet their needs as well as challenging the older children.

Staff carry out home visits and gather information to support children starting at the setting. As a result, children settle quickly and form positive attachments to staff. Children are supported in developing independence skills, for example, putting coats on, going to the toilet, wiping their nose, preparing snacks and pouring their drinks. However, children still need to be reminded about good hygiene and the importance of washing their hands.

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

- Children enjoy taking part in the music and movement activity at the start of the day to focus and prepare themselves for the day ahead. Children are enthusiastic as they follow the actions and shake their pom-poms to the music.
- Children enjoy the time they spend outdoors and are provided with a wide variety of resources to develop their physical skills and their imagination. Children explore the outdoor environment, including digging in the mud and sand, riding bicycles and playing horses. Children are provided with outdoor clothing so are able to access the provision in all weathers.
- Staff prepare children well for their move to school. Children's independence skills are positively promoted. Children get to know their new school environment with regular visits. This enables children to have the skills and knowledge to settle quickly.
- Staff do not take into account what children currently know and can do, to provide opportunities to extend and enhance their learning on a regular basis.

Staff do not plan the learning environment well enough to capture children's imagination or curiosity in exploration. For example, a castle is available for the children to access but no small-world toys were available to play with it. There are limited stimulating, open-ended resources for children to access independently. Staff choose what resources to get out and change them when children do not engage. This hinders children's independence and keen interest in a wide range of learning.

- Leaders have not yet addressed a previous recommendation to develop systems to monitor the quality of teaching and learning. As a result, the curriculum is poorly implemented and does not meet children's needs.
- The setting has excellent links with health services, for example, to ensure the children's two-year progress check is fully integrated. This approach enables early identification of where support may be required. It also teaches children about their dental health and the importance of a healthy diet. However, at lunchtime, some staff and children were still making unhealthy choices.
- Staff miss opportunities to develop children's communication skills and language through regular interaction with stories, singing songs and rhymes that excite and engage them.
- Children develop fine motor skills, for example, they learn to use scissors and other tools while creating their junk-model superheroes. However, tasks given to children are sometimes too difficult for them and they disengage from the activity.
- There are limited opportunities for staff to receive coaching, mentoring or training to improve their effectiveness in delivering high-quality education and safeguarding children.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff are unable to demonstrate a sufficient understanding of safeguarding. This is particularly in relation to wider safeguarding issues. Staff are not clear about the procedures when they are concerned about the safety of a child, and who they would go to within the organisation. Leaders are not given sufficient training to understand their roles and responsibilities. All staff have completed paediatric first-aid training and know how to care for children following an accident or illness. Security procedures are in place to ensure no unauthorised person can enter the setting. Arrangements for the supervision of staff, including managers, to foster a culture of mutual support, teamwork and continuous improvement, and encourage the confidential discussion of sensitive issues, are not implemented effectively.

## 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 all staff know and understand the safeguarding policies and procedures and have up-to-date knowledge of safeguarding issues	20/02/2020
develop systems to monitor the quality of teaching and learning so that children are able to reach their potential	27/02/2020
identify all children's current learning and plan meaningful activities to build on what children know and can do.	27/02/2020

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

- ensure all members of the registered body have sufficient knowledge of their roles and responsibilities to enable them to take all necessary steps to keep children safe and well
- ensure appropriate arrangements are in place for the supervision of staff, including managers, to foster a culture of mutual support, teamwork and continuous improvement, and encourage the confidential discussion of sensitive issues
- help adults gain a better understanding of how to support children's language and communications skills, including through stories, singing and rhyming.

## Setting details

<b>Unique reference number</b>	400455
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10072881
<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>	Sessional day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Gargrave Pre-School Committee
<b>Registered person unique reference number</b>	RP908425
<b>Telephone number</b>	01756748377
<b>Date of previous inspection</b>	28 June 2016

## Information about this early years setting

Gargrave Pre-School opened in 1975. The pre-school employs five members of childcare staff. Four hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens term time only, Monday to Friday, 8.45am until 11.45am, and 12.15pm until 3.15pm. A lunchtime session is also provided Monday to Friday from 11.45am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Clark

## Inspection activities

- The inspector completed a learning walk with the manager to gain an understanding of how the early years provision implements an effective curriculum.
- A joint observation was carried out by the inspector and the nursery manager.
- The inspector tracked the experiences of two children within the pre-school, including holding discussions with their key person.
- The inspector held discussions throughout the day with staff, children, parents and leaders.
- A meeting was held between the inspector and nursery manager.
- The inspector looked at a sample of pre-school documents. This included evidence of staff suitability and training.

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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