

Inspection of Little Gruffalos (Hemsworth)

The Salvation Army Community Centre, Bush Street, Hemsworth, Pontefract, West Yorkshire WF9 4AZ

Inspection date: 16 August 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children remain safe in the care of the staff team. Their behaviour is good overall. Any minor behavioural issues are appropriately managed by staff. Children enjoy taking part in a range of play experiences. Staff engage with children, chatting to them and providing a dialogue as they play. This helps to support children's communication skills. However, planned activities are not always pitched to meet children's individual abilities. For example, children aged from two to nine years are grouped together for an activity. Staff only identify what they want children aged three and four years to learn. The storytelling session does not engage and support all children's learning. This results in some younger children wandering off during the activity. Even though the activity is planned for pre-school children, their interest is also not sustained.

Since the COVID-19 (coronavirus) pandemic, parents no longer enter the setting when dropping off or collecting their children. Staff now welcome children into the setting by greeting them at the main entrance. This enables staff to liaise with parents and share relevant information. The provider confirms that children have adapted well to this new approach. She has also found that most children have settled more effectively into the setting. Parents explain how the setting's online app is also used by staff to share relevant information with them.

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

- Staff monitor children's progress. They share observations of children's learning with parents. However, staff do not always plan activities based on what children already know and can do. This means that activities are not adapted to meet the age and stage of development of each child. Furthermore, activities do not provide children with a good level of challenge. For example, children enjoy a planned activity where they make a jelly fish or an octopus. However, staff have not identified what they would like children to learn from this activity. The activity is also overly directed by staff. The resources needed for children to make their models are already prepared. While children enjoy gluing their models, there is little to challenge them.
- Following children's return to the setting since the pandemic, the provider recognised that their physical abilities were not as developed. She introduced daily physical play sessions to support children to improve their core stability, balance and fine manipulative skills. The provider understands how these sessions will also help to strengthen children's muscles and eventually lead them to develop good pencil control. However, staff do not have this good knowledge. They only explain how these sessions support children's physical skills and balance.
- Parents confirm that staff have supported their children's communication and

language skills. The provider works with outside agencies to support children who are struggling with their speech and language. She considers children's needs when identifying how to spend additional funding. This helps to prevent children from falling further behind in their development.

- Staff are not as confident as the provider in identifying the learning intent of activities. When they do identify what skills and knowledge they want children to learn, they do not always implement these. For example, staff plan for children to make an ice-cream sundae. They explain that they want children to learn how to safely control a knife when cutting up fruit. They also want children to learn about healthy eating. Staff support children to hold the knife and they take turns chopping up a banana. However, the strawberries are already cut up for the children. This prevents them from continuing to practise their cutting skills. Staff supervise the children to maintain their safety while they use the knife. However, there are no discussions about how to safely use the knife or about healthy eating. Children enjoy the experience, but their ongoing learning and development are not promoted effectively.
- The provider monitors staff practice through supervisions. She accurately evaluates and identifies weaknesses in staff's practice. When the provider identifies weaknesses, she promptly intervenes and models good teaching practice. However, staff are not supported to improve their skills during these interventions. This is because staff have developed an over-reliance on the provider. Staff tend to allow her to take over and lead the activity. They do not use it as an opportunity to strengthen their practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of child protection. They can recognise a range of indicators of abuse. The provider and staff know how to make a referral if they have any concerns about a child or an adult. Procedures for the safe collection of children are followed, to keep children safe from harm. When children were not attending the setting during the pandemic, the provider maintained regular contact with all families. Parents explained how this contact supported not only their children's emotional well-being, but their well-being too.

What does the setting need to do to improve?

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

	Due date
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support staff to use information gained from assessments, so that they understand how to sufficiently differentiate planned activities which build on individual children's prior knowledge and skills.	28/09/2021
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To further improve the quality of the early years provision, the provider should:

- help staff to gain a better understanding of what they want children to learn (the intent), so that all experiences provided become more purposeful, and support children's ongoing learning and development
- improve supervision of staff so that they understand that interventions and modelling of good practice, demonstrated by the provider, are there to coach and support their ongoing development.

Setting details

Unique reference number	EY487726
Local authority	Wakefield
Inspection number	10204221
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 9
Total number of places	38
Number of children on roll	27
Name of registered person	Percy, Emma Claire
Registered person unique reference number	RP515492
Telephone number	01977612919
Date of previous inspection	9 August 2016

Information about this early years setting

Little Gruffalos (Hemsworth) registered in 2015. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The provider and the inspector completed a learning walk where the provider explained the skills and knowledge she wants children to learn.
- The inspector spoke with several parents during the inspection and took account of their views.
- Discussions were held with the provider, staff and children during the inspection.
- The inspector and the provider carried out a joint observation, evaluating the quality of education during a planned activity.

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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