

Inspection of Go Far @ Archibald Gosforth

Archibald First School, Archibald Street, Newcastle Upon Tyne NE3 1EB

Inspection date: 13 September 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are not supported. The provider has not made sure that children are safe when they play in the outdoor area. They do not ensure that procedures for settling in new children are effective. New children are upset for a long period of time. This impacts on some older children's behaviour, who become disruptive. Staff do not react enough to limit children's distress or to manage the disruptive behaviour.

When children do eventually settle down, they enjoy being in the outdoor area. They learn to make choices in their play and staff get down to children's level and follow their interests. However, staff do not have high enough expectations for children's development. They plan learning opportunities for children to access but they do not focus on the knowledge that they want children to learn and how this will be implemented.

Children learn to follow good hygiene routines and staff take appropriate steps to minimise risk of cross-infection. During the COVID-19 (coronavirus) pandemic, parents did not come into the setting. Instead, they dropped their children off at the door. They are now starting to come into the setting again. Staff kept in touch with parents and children through the digital application that they use and through video and telephone calls.

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

- The provider, manager and staff complete regular risk assessments. However, they do not make sure that children are safe when they play in the outdoor area. They are aware that the low-level fence between this setting and the school playground is not safe because it is at a low height with wooden points on the top. They are waiting for permission from the landlord to replace the fence. However, they do not stop children accessing this area. Children are at risk of climbing or falling over the fence and hurting themselves.
- Staff plan mundane learning opportunities that provide little challenge for children. For example, they provide pinecones for children to paint. The manager states that she is unsure what staff want children to learn from this activity. Some children have a go at painting the pinecones. However, staff do not build on their skills and children learn nothing new.
- In general, children learn to share and to play with each other. However, staff do not help children who become disruptive. They speak to children from a distance, reminding them that they might slip on the floor. Staff do not discuss fully with children what the impact will be from running round and they do not divert children's attention elsewhere. Children continue with the unwanted behaviour because of the lack of challenge in their learning and development.

- Children's well-being is not fostered. Staff are not able to meet all individual children's needs when they are upset. New children find it difficult to adjust to being in the setting. Staff do not consider how to manage this transition from home to the setting to meet their needs. They offer cuddles to some children, but they do not react quickly to find better ways to ease the children's distress.
- When children are calm, they enjoy listening to stories that staff read to them. They listen intently and look at the pictures. Staff sing rhymes with children both indoors and outdoors. Children gain in confidence as they choose a wooden spoon that depicts the rhymes, and staff show them the actions. Staff help children learn to count in the correct order. They count to five or take one away when they sing.
- The provider and the manager have plans to improve the setting. They continually discuss with staff what works well and what could be better. They consult parents about their views of the setting. Parents are confident that they can raise any concerns with the provider or manager at any time. They state that they like being able to view what their children do through the digital application that the setting shares with them.
- The provider and the manager have positive relationships with the staff at the school on site. Some children attend both provisions and staff share with each other how children are progressing. This helps to prepare children that will move on to start school.
- Staff ensure that the main entrance is safe and secure and they follow good hygienic practice, such as using hand sanitiser when anyone enters. Staff make sure that the playroom and resources are safe for children to use.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised because the fence is unsafe in the outdoor area. Staff understand their responsibilities with regard to child protection. They access training and have a good understanding of what to do if they have a concern about a child. They understand wider safeguarding issues, such as the 'Prevent' duty and county lines, and how these can have an impact on children. The provider has a dog that occasionally visits the setting. There are risk assessments in place to help minimise any risks to children. Staff teach children how to interact with the dog, and the dog stays with the owner at all times and is on a harness.

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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implement effective risk assessments to make sure that the premises are safe for children, in particular the outdoor area and fence	04/10/2021
ensure that the manager and staff have high expectations and know how to provide an exciting and appropriately challenging curriculum that builds on what children know and can do	14/09/2021
support the manager and staff to understand how to meet children's emotional security so that their well-being is supported and their good behaviour is promoted.	14/09/2021

Setting details

Unique reference number	2616285
Local authority	Newcastle upon Tyne
Inspection number	10205911
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	23
Name of registered person	Stuart, Sophie
Registered person unique reference number	RP906660
Telephone number	07957717366
Date of previous inspection	Not applicable

Information about this early years setting

Go Far @ Archibald Gosforth registered in 2020. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynne Pope

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 provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection. The inspector talked to staff at appropriate times and took account of their views.
- The inspector spoke with the provider and the manager about the leadership and management of the setting.
- The inspector carried out a joint observation of activities in the outdoor area with the provider.
- Parents shared their views of the setting with the inspector.

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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