

Inspection of Sowood Pre-School And Community Association

Sowood Pre School, Stainland Road, Sowood, Halifax, Yorkshire HX4 9HY

Inspection date:

26 November 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses in safeguarding practice that compromise children's welfare. For example, staff do not implement the setting's safeguarding policies and procedures. They fail to take prompt action to share concerns about children's welfare with the designated person for safeguarding in the setting, when they arise. Furthermore, the designated person for safeguarding has not received the support, coaching and training that they need to understand their roles and responsibilities. This significantly compromises children's safety and leaves them at risk of harm.

The arrangements for settling children in when they first start at the setting are poor. Children are not assigned a key person when they first start to ensure that their individual care, learning and emotional needs are met. For example, staff do not seek to gather key information from parents about what their children already know and can do. This means staff do not have the information that they need to plan suitably challenging learning experiences and activities for children. Staff do not seek to understand ways in which they can support children's emotional and care needs from their starting points. This is a significant breach of the 'Statutory framework for the early years foundation stage' requirements and compromises children's learning, safety and well-being.

Weaknesses in the implementation of the setting's curriculum means that children do not receive an acceptable quality of education, overall. The manager does not ensure that the educational programmes that shape children's daily experiences cover all areas of learning. For example, she does not ensure that children have regular opportunities to read stories and sing rhymes. These experiences are fundamental to the development of children's vocabulary, communication and language skills. This limits children's learning and means that they do not make the progress of which they are capable.

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

- The quality of education is variable. The manager has not identified ways to improve and address areas of weakness in staff practice, to help sustain the quality of education to a consistently good level. Although staff have received some coaching in relation to their interactions with children since the last inspection, they have failed to continue to implement these measures in practice. As a result, the quality of children's learning experiences has declined.
- Staff do not recognise ways to effectively adapt what they are doing to include all children during adult-led activities. For example, staff direct questions and give more attention to children who are confident communicators. Therefore, children who are less confident in communicating do not get the same level of

support to develop their vocabulary and language skills.

- Staff regularly observe and assess children's learning. They use this to identify gaps in children's development and to plan the next steps in their learning. However, staff do not consistently implement these plans effectively. For example, staff do not encourage children to count and recognise numbers during a mathematics activity, despite this being the learning focus. As a result, some children are not making enough progress.
- Staff do not remain vigilant and aware of what children are doing during indoor play. For example, on occasions, some children are left for longer periods of time without stimulation, interaction or reassurance from staff. This results in some children becoming upset and crying until a member of staff comforts them. The lack of support and engagement from staff during these times has a negative impact on children's emotional well-being. However, when staff do respond to children, they do so with care and attention to reassure them.
- Children with special educational needs and/or disabilities (SEND) benefit from the positive relationships staff build with parents and other professionals involved in their care. Staff share information with parents and link them to external agencies, where required. This helps to ensure children receive the support that they need from other services. However, the manager and staff do not seek to work in partnership with other early years settings that children attend. This means key information is not shared to help to promote continuity in their learning.
- Children enjoy the time they spend outdoors playing in the fresh air and being physically active. Staff are on hand to support children to assess the risks and navigate the space safely. For example, children develop good physical skills as they balance and climb on equipment. They learn how to keep themselves safe while using woodwork tools.
- Children enjoy the healthy range of meals provided for them. They sit together at mealtimes and talk about their day. Children know the daily routines and follow these well. For example, they help to tidy away resources in preparation for mealtimes. Children and staff follow good hygiene practices to help minimise the spread of infection. Staff support children to become increasingly independent to manage their self-care, such as dressing themselves for outdoor play. This helps to prepare children well for their future learning and transition to school.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure that all staff are clear on the procedures to follow if they are concerned about a child's welfare. As a result, some staff do not follow the setting's procedures to notify the designated person for safeguarding in the setting about their concerns. This means they cannot take the necessary steps to help protect children from harm. The manager and designated person for safeguarding do not ensure that all written records are completed for the safe and effective management of the pre-school. Documents used to record concerns about children

and the actions taken are not completed with enough information. This means children are not kept safe. Despite this, the manager follows safe recruitment procedures to help ensure staff and committee members are suitable to work with children. Staff undertake daily risk assessments to help ensure the areas of the premises children access are safe and suitable.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
implement the setting's safeguarding policy and ensure all staff know how to report concerns to the designated person for safeguarding within the setting, if they are worried about children in their care	14/01/2022
provide the designated person for safeguarding with the support, coaching and training that they need to understand and fulfil their roles and responsibilities	14/01/2022
ensure accurate and sufficiently detailed records are kept for the safe and efficient management of the setting, particularly records relating to concerns about children	14/01/2022
implement an effective key-person system to ensure children's individual care and learning needs are met from their starting points	14/01/2022
ensure staff remain vigilant and monitor children more effectively to ensure that their emotional needs are met	14/01/2022

implement effective monitoring and professional development for staff to identify and address areas of weakness in practice, to help drive improvements and raise the quality of teaching to a consistently good level.	14/01/2022
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the curriculum plans are consistently implemented in practice and raise the quality of education, so staff provide children with an appropriately challenging curriculum, that takes account of their individual needs and builds on what they already know and can do	14/01/2022
improve partnership working with other early years settings children attend to share key information that helps to promote continuity in their learning.	14/01/2022

Setting details

Unique reference number	EY561596
Local authority	Calderdale
Inspection number	10202955
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	24
Number of children on roll	21
Name of registered person	Sowood Pre-School And Community Association
Registered person unique reference number	RP561595
Telephone number	01422374367
Date of previous inspection	2 July 2021

Information about this early years setting

Sowood Pre-School And Community Association registered in 2018 and is managed by a committee. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above, including one with a level 6 qualification. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with SEND.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the preschool.
- The manager and inspector completed a learning walk together and discussed the curriculum and how this is implemented.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of a mathematical activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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