

Inspection of Netherthong Pre-School & Out Of School Club

School Street, Holmfirth HD9 3EB

Inspection date:

18 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

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 is compromised because staff have failed to implement safeguarding procedures to ensure that children are kept safe from possible abuse. Although all staff have completed safeguarding training, they have failed to be alert and promptly identify matters that could indicate that children are at risk. Furthermore, they have failed to report these matters to appropriate agencies in a timely manner.

Despite these weaknesses, children are happy to attend the setting and have access to an inviting, stimulating learning environment. They freely access various resources, such as mark making, and enjoy drawing, colouring and writing. Children also access a home corner where they engage in role play and interactions with their friends. Children use the construction area to create and develop structures using building pieces, such as blocks and train track segments. There is a reading area where children select a book of choice to look at or read. Practitioners are available to help the children, if needed.

Children have good relationships with staff. Staff support children who are new to the setting with settling-in visits, and parents are supported with the process with extra sessions if they wish. Children are encouraged to become independent and there is a heavy focus on school readiness and preparation. For example, children practise writing their own names on labels as they enter the setting to confirm their attendance. They also independently dress and undress for physical education sessions. Children display positive behaviour throughout the setting and demonstrate turn taking and sharing.

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

- The management team does not ensure that staff implement the safeguarding policies and put procedures into practice. For example, staff do not act on safeguarding concerns and report these to the appropriate agencies in a timely manner. Staff do not fully consider the information they are aware of about children and families and their lives at home. They do not link what they know about their families, including any changes, to safeguarding children and the training they have completed. As a result, children's health, safety and well-being are at risk.
- The management team has not supported all staff to understand their roles and responsibilities, to ensure all children make good progress in their learning. Staff generally know the children well, including what they like to play with. However, some staff do not understand how to ensure that children's individual ages and stages of development are fully considered and targeted. For example, staff cannot explain what plans they have in place to support children with identified

speech and language delay. Although staff provide a wealth of resources and learning experiences for children, at times they are unclear about what they want individual children to learn and what they need to learn next. As a result, some children's progress, including those with special educational needs and/or disabilities, is not specifically targeted and supported effectively.

- Staff have good relationships with children and share positive interactions with them. For example, staff hold conversations with children over the lunchtime period about their lunch and what they are eating. Children show lovely manners and respect for their peers and adults during their play and interactions throughout the day. Children actively participate and engage with activities and learning opportunities, and show enthusiasm when taking part.
- Parents speak positively about the setting and the links it has with the local school. They are happy with how staff support children's preparation for school. Parents are supportive of the setting and have contributed to the development of the outdoor area.
- Children thoroughly enjoy being outside in the well-resourced outdoor area. They have plenty of opportunities to be active and develop their physical skills. Children access equipment such as small vehicles, climbing frames and a trim trail with confidence. They climb, run, balance and manoeuvre their bodies using their developing coordination and balancing skills. The children take turns and negotiate with peers while using the apparatus and equipment.
- Children are beginning to learn about the outdoor environment and the wider world. They talk about life cycles and participate in activities such as drawing butterflies and making caterpillars. Children also confidently participate in an outdoor nature hunt as they identify birds and flowers that they find outside.
- Staff support older children's development and encourage them with their independence and school readiness skills. For example, children make their own lunchtime meal choices and are able to pour their own drinks throughout the day. They are supported with their personal hygiene, including regular handwashing.

Safeguarding

The arrangements for safeguarding are not effective.

Staff safeguarding training is up to date. Some staff, including the designated safeguarding lead (DSL), have recently completed additional safeguarding training on wider safeguarding matters, including domestic abuse. However, staff and the DSL have failed to put this training into practice. They have failed to identify and be alert to matters of concern in children's lives and to relate this to potential indicators of abuse. As such, they have not followed their safeguarding procedures to refer matters in a timely manner to the appropriate statutory agencies. This could place children at risk of harm. However, safe recruitment of staff protocols are in place and followed so that the suitability of those working with children is considered and taken account of.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
implement an effective assessment system to support all children to make good progress and to ensure any gaps in development are identified and addressed	18/08/2022
ensure that all staff are alert to and act on any issues of concern in a child's life and respond to them in a timely and appropriate manner, including by making referrals to appropriate agencies	15/07/2022
ensure that training is implemented and embedded in practice to enable managers and staff to fulfil their roles and responsibilities in promoting children's safety, care and education.	15/07/2022

Setting details

Unique reference number	EY554146
Local authority	Kirklees
Inspection number	10143615
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	28
Number of children on roll	19
Name of registered person	Netherthong Pre-School and Out Of School Club CIO
Registered person unique reference number	RP554145
Telephone number	01484 680857
Date of previous inspection	Not applicable

Information about this early years setting

Netherthong Pre-School & Out Of School Club registered in 2017 and is situated in Holmfirth. The setting employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 6. The setting is open during term time for five days per week and three days per week in the school holidays. The setting closes for four weeks per year. Sessions are from 8am until 5pm. This includes out-of-school care from 8am to 9am and 3.30pm to 5pm. The nursery provides funded early education sessions for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marie Briggs

Inspection activities

- This was the first routine inspection the provider 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 nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and areas of learning.
- 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 spoke to staff about their safeguarding knowledge, training and practice to assess the effectiveness of this within the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to one parent and one grandparent during the inspection and took account of their views.
- Children spoke to the inspector about what they enjoyed doing while at pre-school.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager and staff provided the inspector with a sample of key documentation on request.

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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