

# Inspection of Pomfret Woodland Community Nursery

Pomfret Children's Centre, Rookhill Road, PONTEFRACT, West Yorkshire WF8 2DD

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Inspection date: 15 November 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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**

Children's safety and emotional well-being are compromised because the key-person system is not fully embedded and safeguarding is not effective. However, children are developing some of the skills they need to become independent. They learn to put on their own coats and fasten them. Children know when they need the toilet. Those who need help do not hesitate to ask a practitioner who is nearby. Children learn about good hygiene practice during their daily routines. They wash their hands after using the toilet, before eating and after playing outside. At lunchtime, they serve their own food. Children are provided opportunities to develop friendships with others. For example, practitioners plan small-group activities to help promote children's personal, social and emotional skills. Children quickly learn each other's names because practitioners constantly use them.

Children are actively engaged in the activities they choose to join. They show lots of concentration while finding the right key to open padlocks. Children's pleasure at their success shows how much they enjoy solving problems. Children are well behaved. When they do have a minor disagreement, practitioners are on hand to help them. They give children time to explain why they are upset and offer solutions. As a result, children develop the skills they need to solve their own problems. Children understand the routines in the nursery and willingly complete small tasks. They help to tidy resources away before lunch. When lunch is finished, they scrape their leftovers into a bin.

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

- Parents meet the children's key person before the placement begins. As the main point of contact, the key person updates parents with their children's progress. However, the key-person system is not fully in place, especially where children move on to other rooms. For example, children are not allocated a key person during visits to the room they will be joining, neither does their current key person accompany them to their new room. This does not support children emotionally, and some children struggle with the changes and become upset. This impacts on their learning, well-being and enjoyment.
- Managers do not ensure that staff fully understand their roles in safeguarding children. Although staff have had training in 'Prevent' duty, they do not demonstrate sufficient understanding of this and their role in protecting children.
- Children are well occupied and easily find activities they want to engage in. Children are inquisitive and active learners. They are curious and ask questions when they want to know something. For example, they ask the inspector who she is and ask to see her identification badge. They show the inspector their friends and talk about their family and what they like to do. This shows that children are developing the skills they need to be confident communicators.

- Babies are happy and settled. The practitioners' interactions are warm and encouraging. Babies snuggle into practitioners when they are being held and comforted. This shows that they feel safe and have trust in those who are holding them.
- The manager has taken steps to improve the learning environment for children. For example, the number of table-top activities has been reduced. This has provided space for children to move around freely in the pre-school room and make their own choices about what they want to do. The outdoor area is undergoing a gradual change. The number of tyres is reduced, and the mud kitchen has been re-equipped with resources most children see used at home. There is a shaded area for those who want to read or listen to a story. These early changes help to promote children's physical skills and support their growing interest in books and stories.
- Practitioners explain to children why they must not run down the slope into the outdoor area. Babies are learning to roll a ball inside rather than throw it. This is helping children to recognise and understand possible dangers so that they can take care of themselves and avoid accidentally hurting others.
- Practitioners have carefully marked out a path for children to follow on their bikes. Children show good concentration as they ride along the marked-out route. This helps children to develop their gross motor skills as they learn to control their movements.
- There is little in place to help practitioners fully support children who speak English as an additional language (EAL). For example, resources do not reflect the home life of children who speak EAL. Songs, rhymes, books, posters and labels are all in English. Practitioners have not learned enough information about the background of children who speak EAL or the words they use at home. As a result, practitioners cannot communicate effectively with them, which does not meet their individual needs.
- The manager has a clear vision for the future of the nursery, and her plans for improvement are precise and achievable. She has made many changes in a short period of time that quickly had a positive impact on practice. For example, practitioners immediately received training to strengthen their understanding of the early years foundation stage. They also received training on how to identify and plan for what children need to learn next. As a result, practitioners are growing in confidence as they help to plan the educational programme. However, the training is very recent, and practitioners are not yet making the best use of their understanding to help plan a learning programme that helps children to make better progress.
- Extra funding, for those children who receive it, is used effectively. The manager discusses children's individual needs with their key person and their parents to offer the level of support they need.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers do not ensure that all staff have a suitable knowledge of a range of

safeguarding topics. Not all practitioners are aware of 'Prevent' duty and why it is in place, even though they have been provided with training on this. The manager and practitioners do know and understand the procedures they must follow if they feel that a child is at risk of abuse and/or neglect. Practitioners know who the designated safeguarding leads are and are clear on the steps they should take to make a referral to the appropriate agency if they thought management were not doing so.

### **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:**

	<b>Due date</b>
ensure staff have the knowledge and understanding of the 'Prevent' duty guidance so that they can act on any concerns they may have about children	18/11/2022
improve the key-person system to ensure that children are supported, particularly during their move on to other care rooms	18/11/2022
provide further opportunities for children to develop and use their home language in play and learning.	18/11/2022

## Setting details

<b>Unique reference number</b>	EY453286
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10261648
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Pomfret Woodland Community Nursery CIC
<b>Registered person unique reference number</b>	RP531956
<b>Telephone number</b>	01977 780333
<b>Date of previous inspection</b>	12 April 2017

## Information about this early years setting

Pomfret Woodland Community Nursery registered in 2012 and is located in Pontefract, West Yorkshire. The nursery employs 17 members of childcare staff. Of these, almost all hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery offers funded early education to two-, three- and four-year-old children.

## Information about this inspection

### Inspector

June Rice

## Inspection activities

- This is the first routine inspection the provider received since the COVID-19 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.
- We carried out this inspection as the result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The manager discussed her curriculum and what she wants children to learn.
- The manager discussed the intended outcome for children in a planned activity.
- The inspector looked at relevant documentation and evidence of the suitability of practitioners.
- Children spoke to the inspector about what they like to do at 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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