

Inspection of Newbold Community Pre-School

Newbold Community Church, Milnrow Road, ROCHDALE, Lancashire OL16 5DL

Inspection date: 20 June 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 health and well-being are compromised at this pre-school due to weaknesses in the leadership and management and lack of oversight in place. The provider does not ensure that there are effective supervision arrangements in place to check staff's ongoing suitability, in particular their health and well-being. This means staff who take medication are able to care for children without leaders assuring themselves that there is no impact on staff's ability to do so. The provider has not ensured that the recently promoted manager has received a thorough induction and adequate support that enables her a clear understanding of her roles and responsibilities. She does not have a secure understanding of the legal requirements, which impacts on her ability to manage the pre-school safely and effectively.

The manager does not share her intentions for children's learning with staff. Instead, staff provide a range of activities based on children's interests and themes that they think children will enjoy. Staff fail to differentiate their teaching to take account of children's different ages and stages of learning and development. This means that they do not help children to make the progress they are capable of. Furthermore, due to failures in leadership and management, staff are not aware of how they can improve their practice. However, some children engage well in their play and are eager to participate. They enjoy exploring ice water and play with toy sea creatures in the sand and water.

Children generally behave well. On occasions when children's behaviour is not acceptable, staff intervene swiftly. However, they do not support children to understand the impact of their actions on others in order for them to consistently behave well.

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

- The provider has not ensured that the new manager has a firm knowledge and understanding of her roles and responsibilities through effective induction. As a result, there are gaps in her knowledge, and she is not able to support the staff team effectively. This includes her role in carrying out effective supervisions for staff that ensure their suitability. Furthermore, she is unaware of requirements within health and safety, such as required training for those preparing food for children. Gaps in the leadership and management of this setting impact on children's safety.
- Arrangements for the supervision of staff are not effective. The provider has not ensured that the manager is aware of her role in undertaking the supervision of staff. For example, supervisions fail to provide staff with opportunities to hold confidential discussions of sensitive issues that may impact on their suitability,

so that appropriate action may be taken to ensure children's safety. As a result, the provider has not been able to ensure that staff members who work directly with children are suitable to do so.

- Leaders do not ensure that staff have an adequate understanding of how young children learn. The existing monitoring and supervision of staff do not focus precisely on ensuring that staff have the necessary skills to help children to make progress. While the manager observes staff as they work with children, she does not robustly identify the weaknesses in their practice. This means that staff are not aware of how they must improve.
- The manager does not share information that helps key persons to fulfil their role effectively. She sets targets for individual children but does not check that the key person understands and uses their teaching to help children achieve their targets. On occasion, this results in the key person working towards their own unrealistic targets for children. While the manager understands the sequential nature of how children learn, the staff's understanding is weak. Therefore, children are not supported to make the progress they are capable of.
- Some children are eager to join activities that are provided by staff. Confident children excitedly participate and, on occasion, dominate the attention of the staff. In the main, staff direct their conversations and questions toward more-confident children. Quieter and less-confident children are frequently overlooked and do not always benefit from the opportunities available to them. This means that the needs of individual children are not supported well.
- Children are emotionally prepared for their eventual transition to school. Children are supported to become more independent. For example, they learn how to put on their own coats and the importance of washing their hands after using the toilet. However, the overall curriculum is not understood or embedded by staff. Staff are unclear in what they want children to learn in readiness for school. Consequently, children begin school without having developed the key skills they will need to help them in their learning.
- Children enjoy snack times. They understand the importance of washing their hands before they eat and remark that they must 'wash away the germs'. Furthermore, children enjoy a healthy range of snacks and learn to pour their own drinks. However, staff who have not received food hygiene training prepare snacks for children. Although there were no concerns around the preparation of food seen on the day of inspection, this oversight places the health and well-being of children at risk.
- Staff form close relationships with children and their families. The manager helps parents to access a range of support services available in the local community. Parents feel that there is always someone who can offer advice and guidance. They remark that their children enjoy attending the pre-school and bond well with the kind and caring staff. These partnerships help to promote consistency of care for children.
- Children benefit from a range of opportunities to develop their physical skills, both indoors and outside. For example, they confidently climb on climbing frames and show an awareness of each other's safety. Children learn how to throw, catch and negotiate space well. Opportunities such as these help children to develop their balance and physical dexterity.

Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to ensure that procedures are in place to monitor staff's ongoing suitability to care for children. As a result, they are unable to assure themselves that all staff are suitable and able to keep children safe. Lack of induction means that the manager is not equipped to fulfil her role. She fails to identify where there are breaches of requirement due to her own limited knowledge and understanding in some areas. This further impacts on children's safety. All staff can identify the signs and symptoms of potential abuse. They know how to refer any concerns they may have to the relevant authorities. Staff understand the action to take in the event of an allegation being made or should they have concerns about the behaviour of a member of staff. Regular risk assessment checks are undertaken to help ensure that the environment remains a safe place in which children can play.

What does the setting need to do to improve?

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

	Due date
put appropriate arrangements in place for the supervision of staff that includes discussions around sensitive issues that may impact on their suitability and promotes the interests of children	31/07/2023
ensure that all staff involved in the preparation of food have received food hygiene training	31/07/2023
ensure that the manager receives effective induction training to help them understand their roles and responsibilities	01/09/2023
ensure that staff have a robust understanding of how children learn in order to plan a well-sequenced curriculum that meets all children's individual needs.	01/09/2023

To further improve the quality of the early years provision, the provider should:

- support staff to help children to develop their understanding of the consequences of their actions and the impact that their behaviour has on others.

Setting details

Unique reference number	316413
Local authority	Rochdale
Inspection number	10286070
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	10
Name of registered person	Diaconate Newbold Community Church Committee
Registered person unique reference number	RP901844
Telephone number	01706 358 662
Date of previous inspection	31 October 2017

Information about this early years setting

Newbold Community Pre-School registered in 1992. The pre-school is located in Rochdale and employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, and one at level 2. The pre-school opens from Monday to Thursday, term time only. Sessions are from 9.30am until 1.30pm Monday to Wednesday, and 9.30am until 12.30pm on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Farrington

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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector discussed how the early years provision is organised, including the aims and rationale for their curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 manager and inspector carried out a joint observation together.
- The inspector spoke to parents during the inspection and took account of their views.

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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