

Inspection of Outwood Pre School

560 Leeds Road, Outwood, Wakefield, West Yorkshire WF1 2DT

Inspection date: 16 November 2023

Overall effectiveness	Inadequate
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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

Staff do not sufficiently promote children's welfare. Some staff have insufficient safeguarding knowledge and the manager does not consistently work in partnership with other agencies. Staff do not sufficiently assess risks for care routines to promote children's safety and help them to understand how to keep themselves safe. The arrangements to keep children hydrated do not fully promote children's good health. Despite this, most children enter happily as staff encourage them to find something to play with on entry. Children who are a little upset on arrival soon settle after staff distract them.

Staff's practice is not suitably monitored or supported. Consequently, teaching is weak. Staff do not sufficiently understand, plan and implement an effective and motivating curriculum and environment, or demonstrate high-quality interactions. This means that children are often not sufficiently engaged and supported to make the best possible progress and develop skills for future learning. This includes children in receipt of funded early education. Staff do not sufficiently support young children who are disengaged. They do not consistently work in partnership with parents and/or carers or other providers to ensure a shared and consistent approach to children's care and learning.

Children respond to staff requests, demonstrating their developing understanding of expectations. Staff encourage and model social skills, such as using good manners, and children are learning to share and take turns. Children aged three are starting to build early friendships as they dress up in costumes and pretend to make dinner with plastic food.

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

- Staff do not sufficiently promote children's welfare. This is because of weaknesses in some staff members' knowledge of safeguarding, information sharing with other agencies and inadequate risk assessments around mealtime routines.
- Staff do not sufficiently promote children's good health. Each child has one small individual carton of milk set out on a table throughout the session which provides some hydration. However, children do not access water and staff do not offer children water during the session, to ensure their health is fully promoted.
- Staff do not notice when the youngest or newest two-year-old children need greater levels of support, for example, to find their carton of milk or engage in activities. Some children sit on their own at the side of activity tables or in a corner.
- Staff plan certain activities that help children to make progress. However, the curriculum is often too advanced, especially given that most children move on to

nursery school when they are three. The curriculum is not adequately designed or sequenced by staff to build on children's interests and what they already know and can do. Staff do not always know what they want children to learn from certain activities or which area of the curriculum activities link to.

- The manager identifies the impact of the pandemic on children's development, such as their speech, and how they are targeting this within the pre-school. However, this is not sufficiently reflected in practice. The manager is taking part in local authority training linked to this aspect of the curriculum, although this is in its infancy and is yet to be used to improve practice.
- Staff do not sufficiently understand, reflect on, or support, the ways in which children learn. For example, they do not plan an environment that motivates and stimulates children and enables them to lead their own play because of a lack of choice. Staff do not adapt their interactions according to children's level of development and understanding. This often leads to children's lack of focus, engagement and positive approach to learning.
- Staff do not use information from their assessments to plan for the most significant next steps in children's learning, including where children's progress is less than expected or where children have not yet reached key milestones. Staff do not adequately share information with parents and/or carers and other providers about children's next steps in learning and how they can support children's future progress together.
- Staff's qualifications are not having a positive impact on the quality of teaching and learning and they are not sufficiently encouraged to broaden their knowledge and develop their practice. This is because of weak systems for monitoring the quality of teaching and targeting continued professional development.
- Staff encourage certain aspects of children's independence, such as brushing their teeth and unzipping their coats before taking them off and hanging them up.
- Staff establish strong partnerships with parents and other professionals to effectively support and integrate children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are not effective.

Staff's risk assessments are inadequate in promoting children's safety. They do not think about potential choking hazards when organising certain care routines. For example, staff read stories and sing action songs which children join in with while eating. After staff clear the snack table, children walk or run around while still eating food, including that which staff continue to hand out. In addition, staff do not encourage children to sit down when they are drinking. The manager has a good understanding of the procedures for making a child protection referral or managing allegations. However, staff who take charge in her absence do not have the same secure knowledge, in order to fully safeguard children. In addition, despite training, some staff do not have a secure understanding of the 'Prevent'

duty. The manager does not act on information gathered on entry that indicates other agencies are working with families. This prevents her from obtaining and sharing important information, in order to work in partnership with others to safeguard children.

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
take all reasonable steps to ensure children in their care are not exposed to risks	30/11/2023
ensure that staff who take charge in the absence of the manager fully understand how to make a child protection referral and manage any allegations, including understanding the role of the local authority designated officer	30/11/2023
ensure that staff consistently understand all aspects of the safeguarding policy and procedures	30/11/2023
ensure that where staff are alert to any issues of concern in a child's life at home or elsewhere, that they obtain and share information with other professionals working with a child, to help safeguard children	30/11/2023
ensure that fresh drinking water is accessible to children at all times to help promote children's good health	30/11/2023
improve the key-person system to ensure that children receive appropriate levels of support to foster their care and learning needs	30/11/2023

ensure that the curriculum is precisely planned to meet the individual needs, interests and developmental stage of each child and provides a strong foundation for their development in the three prime areas of learning	14/12/2023
ensure that the learning environment supports the implementation of the curriculum and helps children to develop effectively in their learning	14/12/2023
use information from assessments of children's progress to target the most important next steps in their learning, in partnership with parents and/or carers and other providers	14/12/2023
put in place effective arrangements for monitoring staff practice and identifying continued professional development that will raise the quality of education.	14/12/2023

Setting details

Unique reference number	501039
Local authority	Wakefield
Inspection number	10301312
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	25
Name of registered person	Outwood Pre School Playgroup Committee
Registered person unique reference number	RP523230
Telephone number	01924825688
Date of previous inspection	15 January 2018

Information about this early years setting

Outwood Pre School has been operating since 1968. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate qualifications: two hold qualifications at level 6, two hold qualifications at level 4, two hold qualifications at level 3 and one is qualified at level 2. The pre-school opens Monday to Friday from 9.15am to 12.15pm during term time only. It provides funded education for two- and three-year-old children.

Information about this inspection

Inspector

Rachel Ayo

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, who is also the nominated individual for the organisation, and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the manager and carried out a learning walk. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education and assessed the impact on children's learning.
- The inspector spoke with staff, parents and/or carers, and the pre-school's new local authority early years improvement officer.
- The manager shared various documents with the inspector, including those related to the suitability and qualifications of staff.

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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