

Inspection of Northgate Pre-School And Toddlers

St. Marys C of E Primary & Nursery School, St. Marys Road, Tickhill, DONCASTER,
South Yorkshire DN11 9LZ

Inspection date: 25 April 2022

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
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 is compromised. Staff do not have a clear understanding of the procedures to follow if they have a child protection concern. Leaders and managers have not verified the suitability of all committee members and they have failed to notify Ofsted of these newer members. Despite these weaknesses, children are happy and settled at the pre-school. They thoroughly enjoy their time here. Their attentive key person knows them well, models respectful behaviours to them and supports them to become curious, competent individuals. Children enjoy a well-rounded, child-centred curriculum through which their interests are responded to and developed. Children are respected as unique individuals with different wants, interests and needs. Their heritages are truly valued as staff respond to them in their first language. They also make Turkish coffee together in the mud kitchen café and staff offer books that reflect countries and places important to children.

Children explore their environment independently, choosing where they want to learn. Staff instil an understanding in the children that it is important to be resilient and to solve minor disagreements respectfully. Children show how they can cooperate and work well together. They negotiate with each other as they choose music to dance to. Children take each other's orders at the snack time café. They are confident to access the ropes and swing on the large tree in the outdoor area, being gently supported when necessary.

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

- Although the manager has a good understanding of her role and responsibilities to safeguard children from abuse, staff's knowledge is not as effective. This does not protect children's welfare.
- Children behave well. They have positive dispositions towards learning because adults plan from their interests. Staff respond to children's natural curiosities and engage them in quality interactions and model new vocabulary. For example, when children excitedly notice their newly hatched tadpoles, staff pose questions and encourage them to make predictions. They encourage children to respond with their own suggestions about how the tadpoles might develop next, which they do enthusiastically. However, some children, particularly the most able, are not always sufficiently challenged by staff during child-led play.
- Children's early mathematical skills develop well. A timer is used consistently to prepare them for an upcoming change of task. Children's sorting skills are developed through tidy up routines and they count the number of children in the line as they wait to go outdoors. Staff understand the importance of children developing good listening skills for eventual success in reading. They plan frequent listening walks and activities to support children to listen for increasing amounts of time, in preparation for school.

- Transition arrangements for children starting nursery include home visits and settling sessions, which are tailored to each individual child. Parents speak highly of the positive impact this has on their children. Particular thought has also been given to children's transitions to primary school. Positive relationships exist between leaders at the setting and staff at local feeder schools. For example, staff at the pre-school have developed pictorial booklets, which schools now share with all new starters. This has impacted positively on the confidence of children before they begin their Reception year.
- Staff forge strong partnerships with parents to support children's learning and development. For example, when children show interest in digging, parents who have a particular skill in construction build them a new outdoor sandpit. Staff draw on the expertise of other parents to help teach children about the roles of the police and fire service who can keep them safe. Children are provided with varied learning opportunities, including visits to the forest, access to poetry competitions and regular walks to the local library.
- Parents are overwhelmingly positive about the setting. Leaders ensure parents keep up to date with their child's progress through effective handovers and regular dialogue via an online communication tool. This gives parents confidence that staff are aware of the children's achievements and next steps.
- Children with special educational needs and/or disabilities, and their families, are supported very well to ensure any required extra help is accessed from other professionals. This helps children to thrive at the pre-school and gives them a positive start before moving on to school.
- The supervision process has boosted staff morale since the COVID-19 pandemic by reducing unnecessary workload. The unified staff team regularly reflects together to identify areas of strength and development of the setting. This is effective in identifying some areas for training. For example, a shared desire to create a more child-centred curriculum has had a positive impact on most children's engagement and attitudes to learning.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a robust understanding of the processes required to keep children safe from harm. While they understand the indicators of abuse to be vigilant for, they are unfamiliar with the procedures to follow if they have a concern about a child. There is no clear procedure for checking new committee members, which also puts children at potential risk. However, the curriculum promotes appropriate child-centred risk. This enables children to learn how to manage risk carefully. For example, staff take opportunities to teach them how to use tools safely at the woodwork bench and how to look after bees without being hurt. When staff notice a gap in children's road safety skills, they respond by offering tailored safety training and enhancements to the learning environment. This enables children to embed this new knowledge.

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
ensure robust procedures are in place to assess the suitability of committee members, which includes the prompt notification to Ofsted of changes to members	06/05/2022
ensure staff understand the procedures to follow when they have safeguarding concerns about a child.	06/05/2022

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

- support staff to consistently provide an appropriate level of challenge for children who prefer to engage in more child-initiated play.

Setting details

Unique reference number	EY458942
Local authority	Doncaster
Inspection number	10233882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Northgate Pre-School And Toddlers Ltd
Registered person unique reference number	RP532353
Telephone number	07983640060
Date of previous inspection	3 March 2017

Information about this early years setting

Northgate Pre-School And Toddlers registered in 2013 and is located in Doncaster. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lucy Patrick

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 the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector carried out joint observations of a group activity with the manager.
- 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 several parents during the inspection and took account of their views.
- 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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