

Kingsley Preschool

5 Austen Close, Loughton, Essex, IG10 3TX



Inspection date

28 September 2015

Previous inspection date

21 January 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Managers are not aware that they are required to ensure that an accurate record of children's hours of attendance is recorded and maintained.
- The planning undertaken by the managers of the pre-school is not effective. This is because the information that they provided does not reflect all children's current stage of development. As a result, staff are not aware of their individual next steps in learning, in order for them to make good progress.
- Information is not sought from parents about their child's current stage of development before they start to attend. Therefore, staff are not able to establish each child's starting points. As a consequence of this, planning does not meet children's individual needs from the very start of their placement.
- Managers and staff do not effectively monitor children's progress. This means that they have failed to identify that planning is ineffective. In addition, any gaps in children's learning are not identified quickly and closed.

It has the following strengths

- Children have plenty of opportunity to spend time in the fresh air. This helps towards supporting their health and well-being. Children enjoy choosing from a wide range of large play activities, supporting their physical development.
- Regular risk assessments and subsequent action taken by staff means that children are able to play in a safe environment.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ maintain an accurate daily record of children's hours of attendance	13/10/2015
■ ensure that planning accurately reflects and helps staff support all children's individual next steps in learning	13/10/2015
■ improve the two-way flow of information with parents; obtain information in relation to children's starting points from parents when they first begin attending to ensure that learning accurately meets their needs from the start	13/10/2015
■ monitor children's progress to ensure that any gaps in their learning are quickly identified and closed.	13/10/2015

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager of the pre-school.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders and managers have a poor understanding with regard to their responsibility to meet the requirements of the Early Years Foundation Stage. Staff do not keep an accurate record of children who arrive late or those who are collected early from preschool. As a result, they are not able to monitor children's attendance to help them follow up any concerns relating to a child's pattern of attendance. Monitoring of children's development and planning is poor. This has a negative impact on the progress that children can make towards the early learning goals. Staff have supervision meetings every few months or when needed. This helps managers to identify staff training needs and underperformance. Arrangements for safeguarding are effective. Staff are aware of the preschool's safeguarding policy and procedures. They have all undertaken suitable training and know what action to take if they have any concerns about a child. New staff undertake an induction period, which helps them to understand their roles and responsibilities. After the last inspection, the qualified manager sought support from the local authority and developed an action plan. However, action taken to address identified areas of weaknesses has been insufficient. As a result, the quality of the preschool is poor.

Quality of teaching, learning and assessment is inadequate

Staff undertake observations and assessments of children. However, this information is not used as part of planning. As a result, staff are not aware of how they can specifically support all children to make progress. This means that teaching does not provide some children with good levels of challenge. For instance, some activities are pitched too low for children's age and abilities, as a result they quickly lose interest. There is a reasonable range of activities on offer and most children are occupied. However, poor planning means that, at times, some children do not engage in learning. As a result, they wander around with nothing meaningful to do. Parents have some involvement in their children's learning during their placement. However, they are not invited to contribute to information about their child's starting points. This does not ensure that children are supported to make progress from the very start.

Personal development, behaviour and welfare are inadequate

The provider's poor knowledge of requirements compromises children's well-being. Children are allocated a key person with whom they form strong bonds and attachments. This helps to support their ongoing emotional security. However, children are not encouraged to consistently develop independence. This is because staff are unaware of children's individual level of ability. Staff implement secure hygiene arrangements throughout the setting. For example, they ensure that all areas accessible to children are kept clean. Children enjoy a balanced range of snacks including fresh fruit. Children are well-behaved. They take turns and are able to share toys and resources with their peers.

Outcomes for children are inadequate

Planning does not include all children. This has a negative impact on ensuring that teaching consistently meets the individual needs of all children. As a result, children do not

make sound progress in developing the skills for their next stage of learning or in readiness for starting school.

Setting details

Unique reference number	650081
Local authority	Essex
Inspection number	1004690
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	61
Name of provider	Jacqueline Dent-Burnett
Date of previous inspection	21 January 2015
Telephone number	0208 508 4353

Kingsley Preschool was registered in 1993. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 12 noon and each afternoon from 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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