

Holton St Peter Pre-school

Holton & Blyford Village Hall, Lodge Road, Halesworth, Suffolk, IP19 8PL



Inspection date

29 February 2016

Previous inspection date

17 July 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

- Safeguarding is not effective. Staff are not confident about the process to follow if they were concerned about a child or if an allegation was made against a member of staff.
- Staff do not provide consistently good quality teaching to effectively support the learning and development experiences offered to children.
- Staff do not effectively support children's communication and language development or encourage them to use talk to organise, sequence and clarify their thinking.

It has the following strengths

- Steps have been taken since the last inspection to notify Ofsted of changes to the members of the pre-school committee. This helps to ensure that necessary suitability checks can be completed.
- Children are happy and settled in the friendly and welcoming pre-school. They build close emotional attachments to their key person and other staff.
- Children play well together. They initiate interactions with each other and follow the consistent ground rules. Staff manage children's behaviour well. They are calm and gentle as they remind children of the rules, such as not running indoors.
- Staff provide a varied range of activities for children, promoting all areas of learning. Staff are aware of children's interests and what they need to do to support their continuing progress.
- Staff establish good partnerships with parents and support an effective two-way flow of information. They encourage parents to remain involved in their children's learning in the pre-school and at home.

What the setting needs to do to improve further

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

	Due Date
■ develop staff's awareness of the process that they should follow if they are concerned that a child is being abused or if an allegation is made against a member of staff	31/03/2016
■ improve staff's skills and teaching to ensure that children receive consistently good quality learning and development experiences	30/06/2016
■ ensure that staff effectively support children's developing communication and language skills and their ability to organise, sequence and clarify their thinking.	31/03/2016

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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager/nominated person.
- The inspector held a meeting with the pre-school manager/nominated person.
- The inspector looked at relevant documentation, such as the pre-school's action plan for improvement and evidence of the suitability of staff.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff are aware of the signs and symptoms of abuse to help them to recognise when a child may be at risk. However, they are not secure about the process that they would follow when reporting a concern. This does not ensure that children's welfare is protected. They are also not clear about the procedure they would follow if an allegation was made against a member of staff. The recruitment processes in place help to ensure that those working with children are suitable to do so. Management has introduced a regular system of supervision that promotes a culture of mutual support. Staff report that recent training in observing children's learning has improved how they observe and evaluate what they are doing. An action plan for further improvement is in place which is challenging but achievable.

Quality of teaching, learning and assessment is inadequate

Although staff provide children with varied and interesting activities, they do not always support good quality learning and development experiences. For example, staff provide small-world animals frozen in ice but do not seize on opportunities to encourage children to think about how these can be released or how they can get the ice to melt. Staff's interactions with children are often short and lack purpose. Staff do know the children well and talk confidently about their interests. They know where children are in their learning and development. Children enjoy playing together outdoors and their physical development is also promoted well indoors. Children explore music and movement, listening and responding well to classical music.

Personal development, behaviour and welfare are inadequate

Breaches in safeguarding impact on children's well-being. However, children do enjoy their time in the pre-school. Those who do not separate readily from their carer, are supported well by caring staff. The key-person system is effective and ensures that each child has a named person to take responsibility for their care and learning. The key person builds friendly and trusting relationships with parents. They keep parents informed about the pre-school and their child's day. Staff are good role models who support children to behave well. Children build friendships with others and develop respect for each other's needs and feelings. They manage their own personal hygiene, relative to their age.

Outcomes for children are inadequate

The inconsistent quality of teaching does not ensure that all children are prepared well for the next stage in their learning, such as starting school. However, children do develop confidence to embrace new experiences and this does support school readiness. Children self-register on arrival, helping them to recognise their written name. They are encouraged to make marks on paper. Some children write recognisable letters. Staff have recently begun to track children's learning to ensure that any gaps are identified and managed. The manager is also due to begin tracking groups of children to check that learning is consistent for all.

Setting details

Unique reference number	251520
Local authority	Suffolk
Inspection number	1022710
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	14
Name of provider	Holton St Peter Pre-School Committee
Date of previous inspection	17 July 2015
Telephone number	07955003742

Holton St Peter Pre-school was registered in 1973. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens during term time from 9am until 3pm on Mondays, Wednesdays and Fridays and from 9am until 12 noon on Tuesdays. The pre-school provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

