

Liberal House Pre School

Liberal House, Station Road, Orpington, Kent, BR6 0RZ



Inspection date

21 June 2016

Previous inspection date

6 October 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

- The management team does not have a clear understanding of its responsibility to support children's welfare and learning. Managers have not taken prompt or effective action to raise the quality of the provision since the last inspection. Inconsistencies in teaching are not recognised or adequately addressed.
- The manager does not process the required checks to determine staff suitability. This is also a breach of the requirements of the Childcare Register.
- Children who speak English as an additional language do not receive support or opportunities to develop English or use their home language in their play.
- Children do not consistently receive the support they need to address delays in their learning and development. The manager does not understand her responsibility to promptly seek support from other relevant professionals when necessary.
- Significant weaknesses remain in the arrangements to determine children's abilities, monitor their progress and plan for their future learning. Staff do not consistently involve parents in their children's learning or seek to develop consistency between the teaching at pre-school and children's homes. Children make inadequate progress.
- Self-evaluation is ineffective in identifying and addressing breaches of requirements.

It has the following strengths

- Staff have successfully increased the focus on helping children to behave well.
- Children enjoy a broad range of activities that support their physical coordination.

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
■ ensure that the required Disclosure and Barring Service checks are completed for every person who works with the children	30/06/2016
■ ensure that staff receive the support and coaching they need to raise the standard of teaching to a consistently good level	30/07/2016
■ provide opportunities for children to develop and use their home languages in their play and learning	30/07/2016
■ improve arrangements to link with relevant services and other professionals to ensure that individual children receive any additional support needed for their welfare and learning	30/07/2016
■ develop effective arrangements to assess children's abilities, track their progress and plan for their future learning so they make good progress.	30/07/2016

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

- develop further the relationships with parents to involve them more fully in their children's learning
- make more effective use of ongoing self-evaluation to target improvements which raise the quality of teaching and care.

Inspection activities

- The inspector viewed all areas used by children.
- The inspector observed a variety of activities, indoors and outdoors, and conducted a joint observation with the deputy manager.
- The inspector spoke with staff, parents and children at appropriate times throughout the inspection.
- The inspector checked a sample of documentation, including staff qualifications.

Inspector

Liz Caluori

Inspection findings

Effectiveness of the leadership and management is inadequate

The management team lacks sufficient understanding of the early years foundation stage to ensure that all requirements are met. It is aware that there are areas requiring improvement but has not been successful in addressing these. Safeguarding is ineffective. Arrangements to check the suitability of staff are not effective and children's welfare is compromised. The manager and staff have a suitable knowledge of how to identify signs that may indicate a cause for concern about a child's welfare and are aware of the action to take. Through regular discussions with staff, the manager identifies concerns about individual children's progress. However, she does not take prompt action to seek the support they need to help close gaps in achievement. The manager does not have effective arrangements to accurately monitor the progress that children make.

Quality of teaching, learning and assessment is inadequate

Assessments of children's progress and planning for their next steps in learning are weak. Staff do not have a clear enough overview of each child's abilities to ensure that activities are targeted to offer the right amount of challenge. At times, adult-led activities offer very little opportunity for children to explore their own ideas. Although children enjoy their time with staff, they gain little from these experiences. Children do, however, confidently explore resources during their free play time and take pride in their achievements, such as drawing. The manager has expectations of how staff should interact with children, including supporting children's communication and language. However, she does not monitor closely enough to identify and address where teaching is weak. Children are not sufficiently challenged in their learning.

Personal development, behaviour and welfare are inadequate

Partnerships with parents are friendly. Staff take the time to exchange information each day. However, discussions focus on the activities that children have taken part in and any issues relating to behaviour or care needs. Parents do not receive precise information about their children's levels of achievement and do not take an active role in setting future learning goals. Children behave well and develop friendships with others. They respond well to staff, seeking them out for attention and praise. Staff are kind but they do not develop a good enough knowledge of children's backgrounds to fully support their learning and self-esteem. They do not provide opportunities for children to develop their home languages as they play, which has an impact on their English language development.

Outcomes for children are inadequate

Children, especially those who speak English as an additional language and those who have special educational needs, do not make adequate progress from their starting points. They are not fully prepared for their future learning and are sometimes bored and distracted.

Setting details

Unique reference number	137313
Local authority	Bromley
Inspection number	1030471
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Janet Hayward
Registered person unique reference number	RP511621
Date of previous inspection	6 October 2015
Telephone number	07985389987

Liberal House Pre School Group registered in 1992. It is situated in Orpington, Kent. The pre-school is open each weekday from 9.15am to 12.15pm, during term time only. There is a lunch club on Monday and Tuesday from 12.15pm to 2.15pm. The pre-school is in receipt of funding for free early years education for children aged two, three and four years. There are six members of staff, of whom two hold qualifications at level 3 and one holds a qualification at level 2.

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.

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