

Bubsey Pre-School

Beacon Community Centre, Scott Crescent, Harrow, Middlesex, HA2 0TY



Inspection date	20 October 2016
Previous inspection date	3 May 2016

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

- Insufficient improvement has been made since the last inspection to raise the quality of children's play and learning experiences. The new staff team does not understand its roles and responsibilities and fails to provide adequate support for children.
- Staff do not use observation and assessment effectively to identify what children know and can do. They do not take sufficient account of children's interests and abilities when planning activities. Children are not suitably challenged and do not make adequate progress in their learning.
- The provider fails to monitor the quality of teaching and the provision effectively. They have failed to ensure staff are suitably inducted and receive the support they need. They are unaware of the weaknesses that remain in the provision.
- The key-person system is not effective. Not all parents know who their child's key person is. They receive limited information about staff changes or any progress their children are making. There is a lack of collaborative working to meet children's individual needs.

It has the following strengths

- Staff work well with outside agencies to provide support for children with identified special educational needs.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that staff understand their roles and responsibilities and are effective in meeting children's individual needs 	11/11/2016
<ul style="list-style-type: none"> ■ make effective use of observations and assessments to identify where children are in their learning and use information gathered to plan enjoyable, challenging experiences that build on children's interests and help them to make good progress in all areas of their learning 	11/11/2016
<ul style="list-style-type: none"> ■ monitor staff practice effectively and provide staff with the support they need to raise the quality of their teaching 	11/11/2016
<ul style="list-style-type: none"> ■ implement an effective key-person system and work collaboratively in partnership with parents to ensure they are involved in their children's learning, informed about their progress and aware of changes in the provision. 	11/11/2016

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

- use self-evaluation effectively to identify the strengths and weaknesses in the provision and take action to improve outcomes for children.

Inspection activities

- The inspector observed children's play and staff interaction with them, indoors and during a walk in the local area.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, and held regular discussions with the manager.
- The inspector examined relevant documentation including children's records, development plans and staff records.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is inadequate

Since the nursery opened in May 2014, there has been inconsistent staffing and changes in leadership. A new manager started in post in the week of this inspection. The new manager is developing an action plan that shows her commitment to making improvements. However, there is a lack of guidance for staff who are unclear about their roles and responsibilities and who do not always receive clear guidance from the manager. This leads to a disorganised environment where children spend a considerable amount of time waiting for decisions to be made. For example, staff who were unaware of the outing planned spontaneously by the manager left children to stand around in their coats. The weak practice and poor partnership with parents has a negative effect on children's care and learning. Parents are concerned about the frequent staff changes and whether the staff know their children well enough. Safeguarding is effective. Children are kept safe and staff know how to recognise if a child is at risk of harm. They know what to do in the event of a concern about a child's welfare.

Quality of teaching, learning and assessment is inadequate

The provider has not ensured that systems and procedures to support effective teaching, learning and assessment work in practice. Assessment is not accurate or used effectively to inform future planning. The activities offer limited challenge and do not build on what children know and can do. This hinders children's progress. The newly appointed manager is working with all staff to make changes to improve assessment processes but these have not yet had an impact on improving children's experiences. Children enjoy some opportunities for outdoor activities; for example, on the day of the inspection, they went for a walk in the local area looking for leaves. Some children enjoy singing familiar songs and joining in with accompanying actions. However, often children leave group activities and wander around without being engaged in purposeful play.

Personal development, behaviour and welfare are inadequate

The emotional well-being of the children is not well supported. Although staff maintain the required child-to-adult ratios, they do not know the children or interact with them well. In general, children move confidently around the setting and choose from the resources. However, at times, children are unaware of what is expected of them, what is happening next and the reason for activities. For example, during a creative activity to celebrate Diwali the staff did not talk about the religious celebration and so the activity had no meaning to them. Children's good health is encouraged. They enjoy the healthy snacks. Staff do not encourage children to be independent. They complete tasks for children that they are capable of doing such as pouring drinks and putting on their coats.

Outcomes for children are inadequate

Children do not make progress at the rate typical for their age. They are not well prepared for the next steps in their learning including their move to school. They do not have sufficient opportunities to develop their independence and the lack of staff support affects their language development, mathematical awareness and early literacy skills.

Setting details

Unique reference number	EY474648
Local authority	Harrow
Inspection number	1052796
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 - 5
Total number of places	32
Number of children on roll	11
Name of registered person	Bussy Pre-School Ltd
Registered person unique reference number	RP910235
Date of previous inspection	3 May 2016
Telephone number	07519670532

Bussy Pre-School registered in 2014 and is situated in the London Borough of Harrow. It operates from 9am to midday on Monday to Friday during term time only. The provider is in receipt of funding to provide free early education for children aged two, three and four years. There are four members of staff and, of these, three hold relevant childcare qualifications.

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