

Austrey Preschool

St Nicholas Close, Austrey, Nr Atherstone, Warwickshire, CV9 3EQ



Inspection date	25 January 2017
Previous inspection date	2 July 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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 provider does not have a secure understanding of what must be notified to Ofsted. Furthermore, the provider has failed to provide Ofsted with the information they require to check the suitability of all committee members, putting children at risk of harm.
- The manager's and staff's knowledge of safeguarding issues is poor. They do not have a secure enough understanding of all government safeguarding legislation and child protection concerns.
- The Manager does not ensure that an up-to-date safeguarding policy is implemented in line with government safeguarding legislation and local authority guidance. Furthermore, not all records are easily accessible and available for inspection.
- The arrangements for the performance management of managers and staff are not good enough. They are not fully supported to understand all of their responsibilities and promote outcomes for children that are consistently good.
- Staff do not always make precise assessments of children's abilities, especially when they first start. They do not consistently plan and provide stimulating activities that motivate children to join in and promote their good progress.
- Partnerships with parents are not well established. Staff have not developed a good two-way flow of information to ensure the needs of all children are consistently met.

It has the following strengths

- Staff are kind, friendly and caring. Children form positive relationships with staff and settle quickly. They are comfortable attending.
- Children's similarities and differences are explored and valued. They learn about a variety of cultures. For example, they take part in food tasting activities in celebration of Chinese New Year. Children are confident and display adequate levels of self-esteem.

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 a better understanding of what must be notified to Ofsted	25/01/2017
■ provide Ofsted with the information they require to check the suitability of committee members	25/01/2017
■ improve the manager's and staff's knowledge of safeguarding legislation and child protection issues	25/01/2017
■ ensure that an up-to-date safeguarding policy is implemented in line with government safeguarding legislation and local authority guidance	25/01/2017
■ ensure that all records are easily accessible and available for inspection	25/01/2017
■ improve the arrangements for the supervision of managers and staff and ensure they are fully supported to understand their responsibility to continually promote the interests of the children and provide good quality learning experiences	28/02/2017
■ make more precise assessments of children's abilities, especially when they first start and use the information obtained to consistently plan and provide stimulating activities that motivate children to join in and promote their good progress	31/03/2017
■ develop a good two-way flow of information sharing with parents about children's well-being and development to ensure the needs of all of them are consistently met.	28/02/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector held a meeting with the pre-school management team. She discussed the pre-school's self-evaluation and looked at relevant documentation, policies and procedures.
- The inspector checked evidence of the suitability of the committee responsible for running the pre-school and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is inadequate

Since the last inspection, the setting has experienced a time of change with regard to staff, management and the committee. The provider is unclear about her responsibility to keep Ofsted up to date about relevant changes. Not all of the changes within the committee have been notified in a timely way. Furthermore, the provider has failed to ensure robust suitability checks are carried out on all members of the committee. Ofsted has not been provided with the information it needs to check the suitability of all those that make up the governing body of the setting. This means some of those acting as members of the pre-school's governing body and having regular contact with the children may not be suitable to do so. The arrangements for safeguarding are ineffective. The manager and staff are unclear about how to identify and prevent children being exposed to extreme ideas about right and wrong. They do not understand the procedures to follow in the event an allegation is made against a member of staff. They do not fully understand the safe use of technology, such as cameras and laptops. This means potentially children are not adequately protected from different types of harm. Some documents do not help to support good practice. For example, the manager does not keep all policies and procedures up to date, including the safeguarding policy. Leaders and management store some documents at home without Ofsted's permission; this specifically refers to the setting's complaint log. This means not all documents are easily accessible or available for inspection. Performance management processes are not good enough. Staff are not equipped with all of the knowledge required to fulfil their roles. Children's interests are not promoted well enough and they do not consistently benefit from good quality learning experiences. Self-evaluation and monitoring processes are weak. Leaders and managers have failed to identify and take effective action to address all the weakness in the quality of the provision, teaching and children's progress, in order to maintain the previously good standards.

Quality of teaching, learning and assessment is inadequate

Staff do not have high enough expectations and children are not supported well enough to reach their full potential. The quality of teaching is variable and, at times, it is quite poor. Staff do not always make the most precise assessments of children's learning from the outset. Nevertheless, over time, they get to know children fairly well. However, they do not routinely use what they know about children's development to plan and provide interesting or exciting activities that inspire them to learn. This means that, sometimes, children do not want to take part in activities planned. They often struggle to make choices about what they want to do. They, sometimes, spend vast amounts of time flitting briefly between different toys and equipment or wandering around. Partnerships with parents are not good enough. Staff have not developed a successful two-way flow of information, including sharing details about children's ongoing health, welfare and learning needs. Children do not benefit from good continuity between the setting and home.

Personal development, behaviour and welfare are inadequate

Due to significant weaknesses in safeguarding practice, children are not adequately protected. Furthermore, due to weaknesses in teaching, children are not always interested

in learning. Nevertheless, some aspects of children's physical and emotional well-being are promoted. Children benefit from fresh air and exercise is encouraged. Children enjoy riding around on wheeled vehicles and negotiating obstacle courses outside. Children behave fairly well. They are supported to follow the boundaries of the setting. They share, take turns and play well with others.

Outcomes for children are inadequate

Children's progress is not yet good enough. They are not supported well enough to become successful learners who are well prepared for the eventual move on to school. Children are not always interested in exploring the activities available within the environment. They, sometimes, struggle to become fully absorbed in their learning. They are not supported well enough to make links in their learning and develop their own ideas. Once identified, children who have special educational needs or disabilities are offered some specific help and support to begin to progress from where they started. For example, speech and language activities take place routinely within the setting. Children have opportunities to play listening games and share stories with their teachers.

Setting details

Unique reference number	EY248547
Local authority	Warwickshire
Inspection number	1064387
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	22
Name of registered person	Austrey Pre-school Committee
Registered person unique reference number	RP905358
Date of previous inspection	2 July 2013
Telephone number	01827 839461

Austrey Preschool was registered in 2003. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities.

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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