

Regents Park Community Preschool



Tanners Brook Community Room, Elmes Drive, Regents Park, Southampton,
Hampshire, SO15 4PF

Inspection date 13 February 2017
Previous inspection date 18 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 committee, manager and staff do not have an adequate understanding about their roles and responsibilities, including in relation to safeguarding children's welfare. Not all requirements of the early years foundation stage and the Childcare Register are met.
- Children's safety is significantly compromised. The manager, who is the designated lead for safeguarding, has insufficient knowledge to carry out her role effectively. She fails to report concerns about children's welfare to relevant agencies, as required. The manager and staff do not recognise signs that children are at risk of harm and do not follow the pre-school's safeguarding procedure.
- The manager does not have the skills and knowledge to fulfil her role. She does not monitor or manage staff and the provision effectively. Weaknesses in staff practice are overlooked and staff do not receive targeted support to improve their teaching.
- Staff fail to manage children's behaviour in a consistent or positive way. They do not know enough about their key children to meet their individual needs. This has a detrimental effect on children's learning, safety and emotional well-being.
- Staff do not accurately assess children's learning. They do not plan purposeful activities or interact effectively with children. Staff fail to work in partnership with parents and others to ensure that all children make adequate progress in their learning.

It has the following strengths

- Children play outdoors daily. They enjoy regular fresh air and exercise.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> ■ ensure that the designated lead person for safeguarding has attended further training that enables them to identify, understand and respond in a timely and appropriate way to all signs of possible concern and is able to provide support, advice and guidance to any other staff with regard to any safeguarding issues 	30/03/2017
<ul style="list-style-type: none"> ■ ensure all staff, including the designated lead person for safeguarding, understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues so they are able to identify signs and symptoms that a child may be at risk of harm and any concerns are identified quickly and reported to appropriate authorities in a timely way 	30/03/2017
<ul style="list-style-type: none"> ■ ensure the committee has a clear understanding of its roles and responsibilities, and monitors the provision effectively to identify any breaches of requirements, and to make sure that staff fulfil their roles 	30/03/2017
<ul style="list-style-type: none"> ■ ensure there is a qualified manager in place who has sufficient knowledge, skills and capabilities to carry out their role and responsibilities effectively 	30/03/2017
<ul style="list-style-type: none"> ■ ensure arrangements for staff supervision are effective in providing the support, coaching and training staff need to improve their practice and the quality of teaching 	30/03/2017
<ul style="list-style-type: none"> ■ ensure staff manage children's behaviour consistently, taking full account of children's level of understanding, and help children to learn to manage their feelings effectively 	30/03/2017
<ul style="list-style-type: none"> ■ ensure that the key-person system is effective, so that staff know their key children well, including any information pertaining to their home languages or concerns about their development, to ensure that children's care is tailored to meet their individual needs 	30/03/2017

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

	Due Date
<ul style="list-style-type: none"> ■ plan challenging and enjoyable experiences that cover all the areas of learning and development effectively, taking account of the individual needs, interests and stage of development of each child, including those who need more support 	27/04/2017
<ul style="list-style-type: none"> ■ ensure staff use observation and assessment to accurately identify where children are in their learning and what they need to learn next, and keep parents, carers and other professionals involved in children's care and learning regularly informed about children's progress 	27/04/2017
<ul style="list-style-type: none"> ■ monitor the educational programmes effectively to identify and target weaker aspects of children's learning, to improve outcomes for all children. 	27/04/2017

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of children's assessment folders and records, and a range of other documentation.
- The inspector spoke with the staff, children and parents at appropriate times throughout the inspection.
- The inspector held a meeting with the nominated person, manager and a representative from the local authority.
- The inspector conducted a joint observation with the manager.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The manager and staff do not have a secure knowledge of the indicators that would cause concern about children's welfare. They fail to act on signs that children may be at risk of harm and do not report concerns to agencies with statutory responsibilities, without delay. The manager, who is the designated lead for safeguarding, has a poor understanding of safeguarding matters despite attending training. She does not guide staff effectively to ensure they follow the pre-school's procedure to note down accurate details of any concerns about a child's well-being. The committee fails to monitor the provision effectively. It does not recognise the significant weaknesses in practice and the detrimental impact on children's safety, welfare and learning. It failed to report a significant event to Ofsted within the set timescales, as required. The manager is not effective in her role. Her weak knowledge of children's needs and her inability to address poor staff performance affects children's development and they are at risk of falling further behind in their learning. Staff are suitably qualified but do not use their knowledge to ensure children are ready for school. They receive insufficient supervision and support to improve their teaching skills. The manager lacks the capacity to identify and tackle weaknesses in the provision without external support. Plans for improvement are poorly focused. Additional funding is not used effectively because staff fail to target areas where children need additional support. This has a significant impact on children's progress.

Quality of teaching, learning and assessment is inadequate

Staff do not know enough about children's needs to support their individual learning. Assessments are inaccurate and targets for learning fail to reflect the areas where children need the most support to catch up. Parents and other professionals do not get a clear picture of children's progress and how to support them further. Staff fail to build on what children know and can do. They are often not on hand to provide support and challenge to children in their learning. For some children, activities are mundane, they lose interest and walk away. They do not all engage in purposeful play. Children enjoy some activities, such as investigating the movement of coloured water as they poured it down tubes and into funnels. However, staff fail to build on this interest and extend their learning.

Personal development, behaviour and welfare are inadequate

Staff's weak safeguarding knowledge compromises children's welfare and safety. Key persons fail to provide stability or emotional support for some children as they do not have an adequate knowledge of their individual needs. For example, they are unsure of what languages some children speak at home or how to pronounce their names. Staff do not always value what children do. For example, during the inspection staff tidied away a model a child had made without consultation, causing the child great distress. Staff lack the skills to manage children's behaviour appropriately. They fail to challenge disruptive behaviour that interrupts children's learning and causes injury to others. Staff do not consistently implement the behaviour rules, such as no running indoors. Children run around unchallenged inside the pre-school and fall over and hurt themselves. Staff do not help children to manage their feelings effectively and some children become unnecessarily worried by the unexpected change in routine or when they have to take turns. Staff

provide some opportunities to support children's growing independence. For example, children put on their coats before going outside.

Outcomes for children are inadequate

Children do not make adequate progress from their starting points. They are distracted by others' poor behaviour and show poor levels of concentration and confidence. Some groups of children, including those who are eligible for additional funding or have additional identified needs, do not receive early intervention and the targeted support they need. Children do not acquire the skills they need for their future learning and are unprepared for school.

Setting details

Unique reference number	131554
Local authority	Southampton
Inspection number	1084241
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	48
Number of children on roll	54
Name of registered person	Regents Park Pre-School Committee
Registered person unique reference number	RP905013
Date of previous inspection	18 July 2013
Telephone number	023 80703571

Regents Park Community Preschool registered in 1989. The pre-school is situated in the grounds of Tanners Brook Primary School in the residential area of Regents Park in Southampton. The pre-school operates on Monday to Friday from 8.15am to 3.45pm during school term times and offers a morning session, a lunchtime session and an afternoon session. The setting receives funding for the provision of free early education for children aged two, three and four years. There are eight permanent staff employed to work with the children and, of these, seven hold appropriate early years qualifications.

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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