

# Beaufort Pre School

Willow Building, Beaufort Community Primary School, Kirkland Avenue, Woking, Surrey, GU21 3RG



## Inspection date

9 March 2017

Previous inspection date

14 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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

- Staff are not deployed effectively and fail to supervise children adequately. They take insufficient action to keep children safe and the risk of accidents is increased.
- The manager and staff do not manage children's challenging behaviour effectively. Children do not get clear messages about what is expected of them. Staff use physical intervention to keep children safe but do not record details of this and inform parents when this happens, as required.
- Not all areas of the pre-school premises and equipment are clean. Risk assessment is ineffective. This compromises children's well-being.
- The quality of teaching is poor and children do not make adequate progress in their learning. The provider and manager fail to monitor practice effectively and do not provide adequate training, coaching or support to help all staff to develop their skills.
- Staff do not complete required progress checks for two-year-olds and do not share them with parents. The manager does not monitor the use of assessments or ensure children enjoy purposeful play opportunities that build on what they know and can do.
- Self-evaluation is weak. The provider fails to ensure that the manager and staff fulfil their roles effectively. Requirements to safeguard children's welfare and support their learning are not met. Associated requirements of the Childcare Register are not met.

### It has the following strengths

- Staff support children to use their home languages in their play.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure staff are deployed effectively and supervise children well at all times to minimise the risk of accidents and incidents and to keep children safe</li> </ul>	31/03/2017
<ul style="list-style-type: none"> <li>■ ensure that staff manage children's behaviour appropriately and effectively, and help children to learn behavioural expectations</li> </ul>	31/03/2017
<ul style="list-style-type: none"> <li>■ keep a written record of any occasion where physical intervention is used and ensure parents are informed of these incidents on the same day or as soon as reasonably practical</li> </ul>	31/03/2017
<ul style="list-style-type: none"> <li>■ ensure that all areas of the pre-school premises are clean and meet health and safety standards</li> </ul>	31/03/2017
<ul style="list-style-type: none"> <li>■ ensure all staff receive training, support and coaching to fulfil their roles as children's key persons and to improve the quality of teaching practice and outcomes for children</li> </ul>	31/03/2017
<ul style="list-style-type: none"> <li>■ improve the monitoring of teaching practice and assessments to ensure all children enjoy purposeful play opportunities, make good progress and are suitably challenged in their learning and development</li> </ul>	31/03/2017
<ul style="list-style-type: none"> <li>■ complete accurate assessments of children's progress, including required progress checks for children aged between two and three years, and produce a written summary to share with parents.</li> </ul>	31/03/2017

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

- ensure self-evaluation is effective in identifying weaknesses in practice, breaches of requirements and areas for improvement that benefit children.

## Inspection activities

- This inspection took place following Ofsted's risk assessment process.
- The inspector observed activities in the indoor and outdoor play areas. The inspector completed a joint observation with the manager of the provision in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including the provider's self-evaluation document.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Catherine Greenwood

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. The provider has failed to ensure that practice in the setting safeguards children's welfare and supports their learning and development. Although adult-to-child ratios are met, staff are not suitably deployed. Children in the older age group are not adequately supervised and staff fail to identify potential risks to children's safety. A high percentage of staff are first-aid trained but too many incidents and accidents occur that staff do not observe. Supervision of babies is better; for example, staff are always within sight and hearing of sleeping babies. The manager and staff have a suitable understanding of local safeguarding children board procedures. The manager has not monitored staff teaching practice effectively or provided the support staff need to develop their skills. She has not monitored the use of assessment and planning, or the progress children are making. Staff's interaction with children is poor and they do not manage children's behaviour appropriately. Since the last inspection, staff have improved opportunities for children to develop skills in using technology. However, self-evaluation is weak and does not help the provider identify the weaknesses in practice and the quality of the provision has declined.

### **Quality of teaching, learning and assessment is inadequate**

Not all children make adequate progress from their developmental starting points. Staff do not assess and monitor children's progress effectively. They do not complete required progress checks for all children aged two to three years. Teaching practice is poor. Parents receive limited information about their children's progress. Children who have special educational needs receive some one-to-one support, and bilingual staff help to explain instructions in children's home languages. However, generally most staff do not get involved in children's play. They do not often talk to the children, challenge children to think and respond to questions or ideas, or provide support to extend their learning. Children spend most of the time playing independently. Staff spend extended periods of time sitting at planned activities even when children lose interest and go off to play elsewhere. Group activities are poorly organised and do not take account of children's individual needs and interests. When less children are present during the afternoon sessions, children enjoy better involvement from staff and parent volunteers. For example, together they make natural habitats for snails they find in the garden.

### **Personal development, behaviour and welfare are inadequate**

Children's safety is compromised. Staff do not deploy themselves or supervise children adequately. They often fail to see incidents of fighting or inappropriate behaviour which puts children's safety at risk. For example, children were observed fighting on more than one occasion, but staff overlooked this. An accident occurred when staff were not supervising the use of a slide adequately. Staff do not model positive behaviour or help children to learn the pre-school's behavioural expectations. For example, staff often shout loudly to gain children's cooperation. Staff do not manage children's behaviour effectively, and regularly use physical intervention to manage children's behaviour. They fail to keep a written record of occasions when physical intervention is used and do not share such information with parents, as required. Staff do not find out why children are behaving as

they do or help children to deal with their emotions. Children's good health is compromised because the provider does not ensure a satisfactory level of cleanliness is maintained in all playrooms. Key persons do not tailor children's care to meet their individual needs.

### **Outcomes for children are inadequate**

Children do not develop the skills they need for starting school. They do not learn how to play together cooperatively and do not develop good social skills. Children's are not encouraged to develop good listening skills and the limited interaction from staff affects their overall language development. Children quickly lose interest in large group activities. For example, during a music and movement activity they lost interest and their behaviour deteriorated. The activity became chaotic and no purposeful play or learning took place. Children play happiest independently. Children use their home languages in their play and some form friendships with others who speak the same language.

## Setting details

<b>Unique reference number</b>	EY446222
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1086291
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Beaufort Pre School
<b>Registered person unique reference number</b>	RP531585
<b>Date of previous inspection</b>	14 February 2013
<b>Telephone number</b>	01483488787

Beaufort Pre School registered in 2012. It is owned by a private company. The pre-school is located in Woking, Surrey. It is open Monday to Friday, from 8.30am to 3.15pm for children over the age of two years and from 8am to 4pm for children under the age of two years, during school term times. The setting receives funding for free early education for children aged two, three and four years. There are 12 staff employed to work with the children, including the manager. Of these, 10 hold relevant early years qualifications at level 2 and above.

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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