

Pendennis Pre-School

Hatch Ride Primary School, Hatch Ride, Crowthorne, Berkshire, RG45 6LP



Inspection date

9 March 2017

Previous inspection date

14 April 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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- There has been no improvement in some areas of weakness identified at the last inspection. There is a lack of self-evaluation and management oversight. This means that breaches of the requirements of the early years foundation stage have not been identified.
- Safeguarding arrangements are weak. Many safeguarding and welfare requirements were not being met at the time of the inspection. These include matters relating to staff recruitment and suitability; staff's knowledge and understanding of how to protect children; the security of the premises and a lack of relevant safeguarding training.
- Staff do not ensure there is a good two-way flow of information with parents about their children's learning and development.
- Staff are not using what they know about children from observations and assessments to plan challenging activities that help children make good progress in all areas of learning.

It has the following strengths

- Children enjoy their time at the setting. There is a friendly and relaxed atmosphere. Children benefit from nurturing relationships with the staff and each other.
- Parents find the manager and staff supportive and approachable.
- There are close links with the school in which the pre-school is set. Children become familiar with the school premises and routines. This helps them to be ready for the next stage in their learning.

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
■ ensure that the setting follow their procedures to ensure that unauthorised persons cannot enter the premises and that children cannot leave the premises unsupervised	31/03/2017
■ ensure that policies and procedures are in line with the guidance and procedures of the Wokingham Safeguarding Children's Board	31/03/2017
■ ensure that all staff, including those with lead responsibility for safeguarding, attend relevant training	31/03/2017
■ ensure that all staff, including those with lead responsibility for safeguarding, have an up to date knowledge of safeguarding issues including what to do in the event of an allegation being made against the setting and the Prevent Duty	31/03/2017
■ ensure the setting plays a full and proactive part in any multi-agency work and seeks and shares information relating to vulnerable children appropriately	31/03/2017
■ ensure that staff are safely recruited and qualified and suitable to work with children	31/03/2017
■ ensure that unvetted staff are not left unsupervised with children	10/03/2017
■ ensure there is a record of information relating to vetting checks that have been completed, including the DBS number, the date a disclosure was obtained and the details of who obtained it.	31/03/2017

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

	Due Date
■ strengthen partnerships with parents to gather a wide range of information about children's skills and abilities when they join the pre-school, and improve the arrangements to share information about children's ongoing progress with them	31/05/2017
■ ensure that systems to observe and assess children's learning are used to plan challenging activities that address any gaps in their development, so that children make good progress.	31/05/2017

Inspection activities

- The inspector spoke to some parents and took their views into account.
- The inspector spoke to children and members of staff at appropriate times during the inspection.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector sampled the pre-school's documentation, including staff records and folders of children's learning.
- The inspector held discussions with the pre-school manager about the leadership of the pre-school.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager has not identified weaknesses within the setting. These weaknesses have a significant impact on children's safety and wellbeing. Safeguarding is not effective. The manager has not followed safe recruitment procedures. During the inspection, a member of staff who is not yet deemed suitable had unsupervised access to children. The setting is not working in line with guidance from the local safeguarding children's board. For example, neither the manager nor staff have undertaken the relevant safeguarding training. This means that there is no trained lead practitioner with responsibility for safeguarding children at the setting. The manager does not proactively seek and share information so that agencies can work together to keep children safe effectively. The manager does not know the procedure to follow if there was an allegation made against a staff member. Staff do not have an up to date knowledge of safeguarding matters, such as the Prevent Duty. There has been a lack of improvement in some areas identified as requiring improvement at the last inspection. For example, some weaknesses in the observation, assessment and planning system remain. Furthermore, the pre-school does not ask parents to share what they know about their child when they start at the setting to help staff accurately identify children's starting points. Staff are not ensuring parents are well informed regarding the progress their children are making or the next steps in their learning.

Quality of teaching, learning and assessment requires improvement

Staff observe and assess children's learning, but not all records are up to date. Staff do not use what they know about children's development well. For example, they do not plan activities to address identified gaps in individual children's learning. Children generally lead their own play and enjoy creating their own games, for example making houses out of chairs and pretending to be cats. When staff provide exciting activities such as making tracks in shaving foam, children show they can concentrate well. Staff read to the children frequently, which helps to ensure children develop a love of books. Staff talk to the children and ask them questions, but miss opportunities to extend children's learning.

Personal development, behaviour and welfare are inadequate

Children's safety is compromised by the breaches of the safeguarding and welfare requirements. Procedures to ensure that unauthorised persons cannot enter the premises, and that children cannot leave the premises unsupervised, are not followed at all times. Despite this, staff are teaching children how to keep themselves safe. For example they queue up when going up and down stairs and learn to cross the road on the way to the school playground safely. Staff are caring and children clearly feel comfortable and secure in their company. Staff enjoy jokes with the children and make them laugh. Snacks are healthy. Children's independence is encouraged, for example, when using scissors by themselves.

Outcomes for children require improvement

The variable quality of teaching means that activities are not always well targeted to ensure children make the best possible progress. Children arrive happily at the setting. They are content and relaxed, but are not always sufficiently challenged. They are making friends and learning to share and take turns. Children take great pride in their achievements, such as when they make things by themselves. They enjoy showing staff their pictures and the models they have made. The location of the pre-school within the primary school means that children are emotionally well prepared for school. For example, the children become accustomed to eating their packed lunches in the school dining room with the older children.

Setting details

Unique reference number	148669
Local authority	Wokingham
Inspection number	1073769
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	20
Number of children on roll	12
Name of registered person	Theresa Hazel
Registered person unique reference number	RP902935
Date of previous inspection	14 April 2016
Telephone number	07720400702

Pendennis Pre-School registered in 1991. It is privately owned and operates from a room within Hatch Ride Primary School, on the outskirts of Crowthorne, Berkshire. The pre-school is open on Tuesday and Thursday from 9am to 3pm and on Wednesday from 9am to midday, term time only. Two members of staff work with the children, including the manager/provider. The provider receives funding to provide free early education to children aged two, three and four years.

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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