

# Abelle Pre-School Grays

Loke Martial Art And Health Studio, Norman Hall, Grays, RM17 5HF



<b>Inspection date</b>	15 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
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

- Children are not adequately safeguarded, the required safeguarding policies and procedures are not understood and adhered to. Staff are not aware of the procedure to follow if an allegation is made against a member of staff. Staff are not aware of how to respond to wider safeguarding issues.
- Staff do not ensure that children's confidential information and records are kept secure.
- The senior management supervision of the manager and the manager's supervision of staff is weak. Staff are not given clear direction to help them improve their practice.
- The senior management and the manager do not effectively evaluate the pre-school in order to tackle any breaches of requirements or identified weaknesses.
- Initial assessment of children's development and progress is not completed promptly enough by staff, as a result children's individual learning needs are not met as soon as they start attending the setting.
- Staff do not always provide a good enough level of challenge for children in their learning. They do not consistently adapt their practice to meet the differing ages and abilities of the children.

### It has the following strengths

- Children are provided with a varied range of activities and resources that securely promote their curiosity and investigation skills.
- Children develop secure independence skills. They attend to their own care needs and access the environment with confidence.

## 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"> <li>■ train all staff to understand the safeguarding policy and procedures, including the wider aspects of safeguarding and ensure that all staff are aware of the action to take when an allegation is made against a member of staff</li> </ul> | 26/04/2017 |
| <ul style="list-style-type: none"> <li>■ implement effective supervision arrangements to ensure that staff, including the manager are provided with appropriate support, coaching and training and so that any weaknesses in practice and knowledge are addressed swiftly</li> </ul> | 26/04/2017 |
| <ul style="list-style-type: none"> <li>■ ensure that confidential information and records about children are held securely and only accessible and available to those who have a right or professional need to see them.</li> </ul>                                                  | 26/04/2017 |

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

#### Due Date

- |                                                                                                                                                                                                                                    |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <ul style="list-style-type: none"> <li>■ implement effective procedures for assessing children's development on entry to the pre-school so their individual needs and interests can be planned for promptly</li> </ul>             | 26/04/2017 |
| <ul style="list-style-type: none"> <li>■ ensure that children's individual stage of development is considered when engaging the children in interactions so they experience a good level of challenge in their learning</li> </ul> | 26/04/2017 |

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

- implement an effective process of self-evaluation and take action to address identified weaknesses.

## **Inspection activities**

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### **Inspector**

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider, senior management and manager do not give clear direction to staff of the procedure to follow if they have a concern about a member of staff or if an allegation is made. Staff have conflicting understanding of who they go to with their concerns. As a result, children's safety is compromised as there is no clear line of communication, and concerns that are reported may not be directed to the correct person. Therefore, the action necessary to protect children from harm is not effectively managed. In addition, staff are not aware of wider safeguarding issues. For example, staff are not aware of what they need to do with regard to a child being exposed to extremist activities and how to report any concerns. The manager and staff are not provided with appropriate supervision arrangements to ensure their practice is monitored. In addition, they are not given clear guidance of how they can improve their practice. During the inspection, a piece of paper with children's personal information on was left in view of parents entering the setting. This compromises children's safety, as people who do not have the right to see this information are able to access it. The manager has started to address some weakness that she has identified. However, self-evaluation of the pre-school is not yet effective in ensuring all the legal requirements are met or that swift action is taken to address identified weaknesses. Staff carry out daily checks of the premises ensuring that it is free from hazards and secure.

### Quality of teaching, learning and assessment requires improvement

Staff do not obtain enough information about children's development when they first join the pre-school. Therefore, staff are unable to plan well for children's learning in the beginning as they do not complete a baseline assessment. Staff take several weeks to get to know the children and opportunities to build on what the children already know and can do are limited. As a result, children are not supported well enough to make good progress. Staff have an appropriate knowledge of how children learn and develop overall. They encourage children to mix resources, such as painting and play dough, and paint and water supporting their creativity and imaginations. However, staff do not always ensure that the quality of their interactions take account of children's individual stages of development. Consequently, children do not consistently receive a good level of challenge in their learning. For example, while at a play dough activity staff provide the same challenges for children who are very different in abilities, they do not count higher or offer more complex explanations for more able children. Staff have started to develop relationships with parents to support learning.

### Personal development, behaviour and welfare are inadequate

The lack of staff safeguarding knowledge and breaches in confidentiality affect children's safety and well-being. Despite this, children settle well into the setting and form close attachments to their key person and one another. Staff praise children for their achievements, and as a result, children develop their confidence and self-esteem. Staff provide a varied range of resources that are easily accessible to the children. Children have daily access to fresh air and physical exercise. Children enjoy riding on scooters and

running around chasing bubbles in the garden. Staff support children's behaviour appropriate to their age and stage of development and promote good manners.

### **Outcomes for children require improvement**

Children make expected progress for their ages and stages of development. However, children do not make good progress due to the lack of support in their learning when they first start. This weakness with the initial assessments of children's development is not monitored by the manager so any emerging gaps are not addressed promptly. Children develop some confidence in the environment. They develop some key skills ready for the next stage in their learning, including starting school, such as putting on their own coats and attending to their own toileting needs. Children develop some mathematical skills, for example, they enjoy discussing with staff which toys are bigger and which ones are smaller. Children are sociable and enjoy taking part in group activities, such as story time and singing.

## Setting details

<b>Unique reference number</b>	EY488837
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1084738
<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>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Abelle Limited
<b>Registered person unique reference number</b>	RP906004
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07508285061

Abelle Pre-School Grays was registered in 2015. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The pre-school opens on Monday, Tuesday and Wednesday 9am to 2pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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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