

Abelle Pre-School St. Johns

St John The Divine Church, 522 Goresbrook Road, Dagenham, RM9 4XA



Inspection date

15 March 2017

Previous inspection date

17 November 2015

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

- Children are not adequately protected as staff do not have a secure knowledge or understanding of the setting's safeguarding procedures.
- Leaders and managers do not check staff's knowledge and understanding of policies and procedures sufficiently to identify weaknesses. Arrangements for staff induction are not effective. For example, not all staff are clear about their role as a key person.
- Staff do not plan activities that enable children to develop communication, language and literacy skills consistently well. Leaders' checks on teaching do not effectively identify where improvement is necessary.
- Leaders and managers do not carefully consider how best to use additional funding to support individual children. They do not provide the necessary support needed to improve children's learning and development.
- Leaders and managers do not ensure that there is an effective risk assessment in place that ensures that the premises and equipment are safe and that children's health is protected at all times.

It has the following strengths

- Children have daily opportunities to play in the outdoor play area where they enjoy fresh air and physical activity.

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"> ■ implement a policy, and procedures to safeguard children in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). This must include an explanation of the action to take in the event of an allegation being made against a member of staff, and covers the use of mobile phones and cameras in the setting 	06/04/2017
<ul style="list-style-type: none"> ■ provide effective staff supervision and monitoring of staff practice in order to improve practice and develop a shared approach to continuous improvement 	06/04/2017
<ul style="list-style-type: none"> ■ ensure all staff receive induction training to help them understand their roles and responsibilities. This must include, information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues 	06/04/2017
<ul style="list-style-type: none"> ■ ensure that the key person role provides care for every child that is tailored to meet their individual needs with particular regard to a thorough hand over of information when there is a change to the key person 	06/04/2017
<ul style="list-style-type: none"> ■ ensure that the premises including overall floor space and outdoor spaces are, fit for purpose, suitable for the age of the children cared for and the activities provided and complies with requirements of health and safety legislation (including fire safety and hygiene requirements) 	06/04/2017
<ul style="list-style-type: none"> ■ ensure that all reasonable steps are taken to not expose children and staff to risks and determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how leaders and managers are managing risks if asked by parents and/or carers or inspectors. 	06/04/2017

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

	Due Date
<ul style="list-style-type: none"> ■ ensure staff develop children's developing communication and language skills, by for example, helping children to share their thoughts and ideas. 	06/04/2017

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the day.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, the setting's self-evaluation and a range of other documentation, including policies and procedures.

Inspector

Julia Crowley

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff are not clear about how to report safeguarding concerns about a child or the practice of another member of staff. Recently appointed staff have not completed a thorough induction which must include information about safeguarding and child protection. Leaders and managers do not check if staff have an appropriate knowledge and understanding of policies and procedure in order to identify what needs to improve. They do not monitor or check the quality of teaching sufficiently well. For example, staff have supervision meetings with the manager but these are not successful in identifying weaknesses and how staff can improve their practice. As a result, there are inconsistencies in the quality of teaching. Leaders and managers do not complete a thorough risk assessment at the setting as several hazards were identified during the inspection. For example, precautions had not been put in place to prevent children having access to a broken door frame. This compromises children safety.

Quality of teaching, learning and assessment is inadequate

Safeguarding is not effective. Staff are not clear about how to report safeguarding concerns about a child or the practice of another member of staff. Recently appointed staff have not completed a thorough induction which must include information about safeguarding and child protection. Leaders and managers do not check if staff have an appropriate knowledge and understanding of policies and procedure in order to identify what needs to improve. They do not monitor or check the quality of teaching sufficiently well. For example, staff have supervision meetings with the manager but these are not successful in identifying weaknesses and how staff can improve their practice. As a result, there are inconsistencies in the quality of teaching. Leaders and managers do not complete a thorough risk assessment at the setting as several hazards were identified during the inspection. For example, precautions had not been put in place to prevent children having access to a broken door frame. This compromises children safety.

Personal development, behaviour and welfare are inadequate

Staff are not always sensitive to individual children's needs. Some staff are not aware of their responsibilities as a key person. Leaders and managers do not always ensure children's safety and well-being. Younger children are changed on an unclean changing mat that is placed on an unhygienic bathroom floor. This does not value or promote children's health and wellbeing. Staff do not involve and include all children in activities. For example, quieter children are not given opportunities to develop the skills needed for the next stage of learning. Staff miss opportunities to support children's developing language and communication skills. For example, children listen to the story of the hungry caterpillar. Staff do not use effective questioning or encourage children to express their thoughts and contribute their ideas during the activity. Children lose interest which leads to poor behaviour.

Outcomes for children are inadequate

The weaknesses in the quality of teaching and key person system means outcomes for children are not good enough. Leaders and managers do not consistently assess, check or monitor the progress of all children. Not all children's individual needs are met. Children are not prepared well enough for their next stage in learning or for the move on to school.

Setting details

Unique reference number	EY481897
Local authority	Barking & Dagenham
Inspection number	1086850
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	36
Number of children on roll	36
Name of registered person	Abelle Limited
Registered person unique reference number	RP906004
Date of previous inspection	17 November 2015
Telephone number	07914824676

Abelle Pre-School registered in 2014. The pre-school is situated in Dagenham, in the London Borough of Barking and Dagenham. The pre-school opens Monday to Friday from 9am to 3pm, during term time. The provider is accredited to receive government funding for the provision of free early education for children age two, three and four years. The setting employs nine members of staff. All staff hold appropriate 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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