

# Highfield Road Pre-School

Highfield Road, Spring Vale North, Dartford, Kent, DA1 2JY



## Inspection date

28 March 2017

Previous inspection date

25 February 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		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider, who is also the manager, does not ensure that the designated lead person for safeguarding has had sufficient updated training to fulfil the role adequately.
- The provider does not monitor the ongoing suitability of staff effectively. Staff do not know the importance of declaring relevant information that may affect their ongoing suitability to work with children.
- There is not a named deputy who in the absence of the manager understands their responsibilities when taking charge.
- The first aid box does not have the appropriate first aid items to support staff to administer first aid as required.
- Self-evaluation does not identify all weaknesses linked to breaches in requirements.

### It has the following strengths

- Staff develop appropriate relationships with parents and other professionals.
- Children make good progress, given their starting points, and have a varied range of learning opportunities.

## What the setting needs to do to improve further

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

	Due Date
■ ensure that the designated lead person for safeguarding attends appropriate training and gains the knowledge to provide appropriate support and guidance to staff on any specific safeguarding issue	06/04/2017
■ implement effective systems to ensure the ongoing suitability of staff, making sure that all staff know they must share any information that may affect their suitability to work with children, and that this takes into account disqualification by association	06/04/2017
■ provide a first aid kit which is stocked with the appropriate contents to support qualified first aiders to administer first aid	06/04/2017
■ ensure that there is a named deputy at all times, who understands their role and is capable and qualified to take charge in the manager's absence.	06/04/2017

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

- improve the effectiveness of self-evaluation to identify and address breaches in the requirements, and to improve the quality of the provision.

## Inspection activities

- The inspector observed activities, indoors and outdoors.
- The inspector spoke with parents, children and staff at appropriate times during the inspection and took account of their views.
- The inspector held meetings with the assigned deputy manager. She carried out a joint observation with the assigned deputy manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the nursery's self-evaluation.
- The inspector looked at relevant documentation, such as policies and procedures, children's assessment records and the planning documentation.

## Inspector

Joanna Wilkinson

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider, who is also the manager and the designated safeguarding officer, has yet to undertake the required safeguarding training. Staff recognise the signs and symptoms to look out for to keep children safe from harm. The provider makes appropriate checks to assess staff's suitability to work with children, which includes obtaining Disclosure and Barring Service checks and verifying their identities. However, the provider does not monitor staff's ongoing suitability for their roles. She has not informed staff that they must declare any changes that may affect their suitability, including becoming disqualified by association. The first aid box is not correctly stocked with suitable first aid items. As a result, qualified first aiders cannot effectively support those who are injured or taken ill. These weaknesses compromise children's safety and welfare. Some staff are not clearly informed of all aspects of their roles. For example, the manager has not ensured that in her absence there is a named deputy who is aware of their additional responsibilities to be in charge to meet requirements. While the manager has begun to evaluate some aspects of practice, she has not identified all breaches in requirements and the negative effects of these on children.

### Quality of teaching, learning and assessment is good

Staff observe children and plan for their next steps in learning. Staff use effective teaching methods to help children learn new skills. For example, they encourage children to hold pencils securely as they begin to learn the skills they need for early writing. Children's communication and language skills are well supported. For example, children are encouraged to join in at singing time and learn new words. Staff develop children's physical skills well. For example, they encourage children to ride bikes, run and balance. Children develop their creativity skills. For example, they pretend to cook and dress up.

### Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding mean that children's welfare and safety cannot be assured. Staff act as good role models. They reinforce good manners and encourage children to share, take turns and listen to each other. Children settle well and form attachments with staff. They quickly become familiar with daily routines. Mealtimes are organised well. Children follow good hygiene procedures, which include washing their hands before food. Parents comment positively about the care provided.

### Outcomes for children are good

Children make good progress, including those who have special educational needs and/or disabilities. Children who speak more than one language learn to speak English well. Children develop mathematical skills effectively; they count, subtract and solve problems. Children gain early reading and writing skills that prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	127248
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085729
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Highfield Road Pre-School Partnership
<b>Registered person unique reference number</b>	RP907559
<b>Date of previous inspection</b>	25 February 2015
<b>Telephone number</b>	07754 149998

Highfield Road Pre-School registered in 1985. There are nine members of staff; six staff hold relevant qualification ranging from level 2 to level 4. The pre-school is open Monday and Thursday from 9.30am to 12pm and on a Tuesday and Wednesday afternoon from 12.30pm to 3pm, during term time only. The pre-school provides funded early education for 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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