

St Marks Pre-school

St Marks Church, 165 Belben Court, Rose Lane, Marks Gate, Romford, Essex, RM6 5NR



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| Inspection date | 24 April 2017 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Managers do not ensure that all concerns about children's welfare are shared with appropriate professionals. This compromises the safeguarding of children.
- Some children do not make sufficient progress in their learning. This is because staff do not engage effectively with parents. They do not support parents in getting extra help for those children showing significant signs of delay in their learning and development.
- Children are not learning enough about healthy eating and the impact of this on their well-being. This is because some children eat a large amount of sugary convenience foods at lunch time.
- Staff do not organise the learning environment effectively to encourage children to develop independent writing skills.

It has the following strengths

- Children behave well as staff consistently provide positive role models to encourage polite and respectful behaviour. This results in children being able to develop important skills such as sharing and taking turns.
- Children enjoy their time at pre-school, they arrive happy and confidently settle into activities of their choice. It is also evident that they have secure relationships with their key person as they enjoy spending time with them.

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:

| | Due Date |
|--|-----------------|
| ■ ensure child protection policies and procedures are effectively followed when concerns are raised about a child's welfare | 12/05/2017 |
| ■ ensure that meals provided to children are healthy, balanced and nutritious | 12/05/2017 |
| ■ ensure effective arrangements are in place to discuss children's progress with parents when there are concerns about learning delay, and ensure that timely referrals are made to help children access relevant specialist support | 12/05/2017 |
| ■ ensure children have access to a wide range of resources and activities to encourage their independent writing skills. | 12/05/2017 |

Inspection activities

- The inspection was carried out following concerns raised about the provider's ability to meet safeguarding requirements and the quality of practice to support children's learning and development.
- The inspector observed children and staff during activities and learning experiences both indoors and out in the garden.
- The inspector talked with staff and children and held a meeting with the manager who is also the provider of the setting.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with a number of parents during the inspection.
- The inspector reviewed a sample of children's records, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation, including safeguarding policies and procedures.

Inspector

Siobhan O'Callaghan

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. Although appropriate policies are in place to help keep children safe, managers do not follow these when they observe concerns about children's welfare. This means that children are not fully protected from potential harm. The procedures for monitoring the educational programmes are not sufficiently secure. Staff are assessing children's progress sufficiently. However, they do not take immediate action to share concerns about children's development with parents. In addition, they do not arrange timely professional support for children identified as requiring extra help to reach their developmental milestones. This means that children do not receive early help to help them to develop the skills they need for their move to school. Staff receive regular supervision and have opportunities to attend training to support their professional development. All staff have attended first aid training. Managers have attended training in safer recruitment. The impact of this is that secure recruitment procedures are followed to help ensure that staff are suitable to work with children.

Quality of teaching, learning and assessment is inadequate

Teaching, and staff's use of assessment is inconsistent. This is because although staff are making accurate assessments on children's progress, they are not taking appropriate action to ensure all children receive the teaching support they need. The impact of this is that some children have poor communication skills which affects their confidence to learn and their ability to develop friendships. In addition, older children that show an interest in writing do not have enough opportunities to develop their independent writing. Staff plan a wide range of interesting activities to support children's understanding of the wider world. Children have recently been observing and learning about baby chicks as they hatch from their eggs. Children have regular opportunities to play outside and develop their physical skills. They are confident to climb, balance and use equipment which supports their coordination. Children enjoy singing sessions. The more able children are confident and able to make requests for their favourite songs to be sung.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not assured. In addition, children's health is not fully protected because staff do not work in partnership with parents to encourage the provision of a healthy diet. Children were observed eating highly salted and sugary processed foods at lunch time. Staff provide a welcoming environment where children's choices of play are valued. Staff respond to children's requests when they want a story or when they want to engage in painting activities.

Outcomes for children are inadequate

Not all children make adequate progress in their learning and development. This is because children identified as needing extra help to meet expected levels of development are not receiving the teaching support that is needed to help them make good progress. Children are developing positive independence skills as they confidently manage their personal needs. For example, they visit the bathroom and wash their hands

independently. Older children are able to put on their coats and hang these up when they return from playing outside.

Setting details

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| Unique reference number | EY496857 |
| Local authority | Barking & Dagenham |
| Inspection number | 1084534 |
| 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 | 32 |
| Number of children on roll | 40 |
| Name of registered person | St Marks Pre-School Committee |
| Registered person unique reference number | RP901357 |
| Date of previous inspection | Not applicable |
| Telephone number | 07815530613 |

St. Marks Pre-school registered in 2016. It is situated in Marks Gate in the London Borough of Barking and Dagenham. The pre-school is open Monday to Friday term-time only from 8.45am to 2.45pm. They offer sessional care from 8.45am until 11.45am and 12.15pm to 2.45pm, although some children attend all day. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years of age. There are seven members of staff working with the children, all of whom hold relevant childcare qualifications.

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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