

Deux Chats Pre-School Limited



St. Augustine's Church Hall, Holly Road, Aldershot, Hampshire, GU12 4SE

Inspection date

6 July 2017

Previous inspection date

12 May 2014

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		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

- The manager does not ensure that all staff have sufficient knowledge of their roles and responsibilities to safeguard children. She does not ensure they know when a child might be at risk of harm, and what to do if they have concerns about a child's welfare.
- The provider does not support the manager well enough to ensure she has the skills to support staff effectively. Staff do not receive the support and training they need to improve the quality of their teaching, and children's progress and learning experiences.
- Staff do not consistently provide challenging activities that encourage children to lead their own play. At times, staff over direct learning and limit opportunities for children to play and explore independently. Some staff watch children but do not guide their learning. Not all children are confident, engaged or motivated to learn. Not all children make the progress of which they are capable.
- Self-evaluation is ineffective. The manager has failed to address a recommendation from the last inspection. She has not identified further weaknesses, leading to several breaches of requirements, which compromises children welfare. The manager does not monitor the quality of teaching effectively. Although she knows there is weakness in staff practice, she has not taken action to address this.

It has the following strengths

- Staff support younger children's care needs well. Children settle happily and develop secure relationships with staff.
- Staff help children to learn about positive behaviour. Children are polite and courteous, and play cooperatively with their friends.

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 all staff have a secure knowledge of all safeguarding issues, including the 'Prevent' duty, and policies and local procedures, to respond promptly and appropriately to any concerns to safeguard children's welfare	10/07/2017
■ provide support to the manager to improve their skills and knowledge to support staff well and meet children's needs	30/09/2017
■ improve the supervision for staff to provide them with effective support, coaching and training to improve the quality of teaching and outcomes for children	30/09/2017
■ improve the quality of teaching, so that all staff engage children in consistently challenging activities and encourage children to develop their own ideas, and explore and experiment in their self-chosen activities, to become confident and motivated learners who are eager to learn and engage in the learning opportunities, and make consistently good progress in their learning.	30/09/2017

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

- use self-evaluation to identify weaknesses within the provision and where action for improvement is needed, to safeguard children and improve the quality of teaching and outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outside.
- The inspector spoke to the provider, the manager, staff and children at convenient times during the inspection.
- The inspector spoke to a small number of parents during the day and took account of their views.
- The inspector checked evidence of the suitability of staff, recruitment procedures, policies, and a selection of records, and discussed the safeguarding procedures and self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The manager has not ensured that all staff have sufficient knowledge of their roles and responsibilities to safeguard children. Not all staff know the signs and symptoms that may make them concerned. They are not clear of what action they would take if they had concerns about a child's welfare. Although staff receive safeguarding training, the manager does not check their knowledge, or keep them up to date with changes to legislation, including the 'Prevent' duty. This compromises children's welfare. The provider does not monitor or support the manager well to ensure she has the skills to do her job. The supervision of staff is poor. Although the provider and manager know there are weaknesses in some staff practice, they do not coach staff or provide the training they need to improve their teaching skills. This was a weakness at the last inspection, which the manager has not addressed. Children do not receive the support and extension they need to be effective learners. Self-evaluation is weak.

Quality of teaching, learning and assessment requires improvement

Although staff are qualified and experienced, this does not always have a positive impact on the quality of teaching. Some staff use opportunities to build on children's learning. For example, when children make a boat, staff help them learn about shapes and patterns to develop their mathematical skills. However, not all staff lead children's learning and do not help them to think through their own ideas, or engage them in challenging activities. For instance, when staff provide children with a pirate role-play activity, they tell children where to sit and what they must do, and ignore children who say that they 'do not want to do it'. At times, children become disinterested in activities and stare at the floor. Staff observe children and have a secure knowledge of their abilities to check the progress they make. Staff share children's progress with parents regularly, to keep them informed. However, staff do not always use what they know about the children's individual interests, to provide consistently stimulating experiences.

Personal development, behaviour and welfare are inadequate

Weaknesses in the leadership and management significantly compromise children's welfare needs. Staff do not have a sufficient knowledge of safeguarding procedures. Staff use risk assessments to identify and minimise any potential hazards, and they supervise children appropriately. Children enjoy some opportunities to gain fresh air and exercise, and learn to keep themselves healthy. Some staff engage children in their learning.

Outcomes for children require improvement

Not all children make good progress from their starting points and develop a positive attitude to learning that helps prepare them for school. Activities do not always engage and challenge their learning further to help them make the progress of which they are capable. However, some older children make some progress. For example, they learn to count, and recognise some shapes and patterns. They recognise and name some familiar letter sounds, to help build their literacy skills. Younger children gain some secure physical skills. For instance, they use scissors and glue confidently in their creative play.

Setting details

Unique reference number	EY464723
Local authority	Hampshire
Inspection number	1069436
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	50
Name of registered person	Deux Chat Pre-School Limited
Registered person unique reference number	RP532746
Date of previous inspection	12 May 2014
Telephone number	07818 434369

Deux Chats Pre-School Limited registered in 1998. It is located in Aldershot, Hampshire. The pre-school opens five days a week during term time, from 9am to midday each day, with afternoon sessions from midday to 3pm on Monday to Thursday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications, and one member of staff has qualified teacher status.

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