

Pendennis Pre-School

Hatch Ride Primary School, Hatch Ride, Crowthorne, Berkshire, RG45 6LP



Inspection date

Previous inspection date

7 September 2017

9 March 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff lack understanding of how to observe and assess children's development. They do not plan purposeful activities based on each child's specific needs. As a result, children are not challenged in their learning sufficiently and do not make enough progress.
- Staff fail to meet the requirement to assess and review children's progress when they are aged two.
- Partnerships with parents are weak and the key-person system is ineffective. This is because staff do not involve parents in their child's learning. They fail to gather information about each child's needs when they start at the pre-school and do not provide feedback to parents to help them support their child's learning at home.
- The provider does not evaluate practice effectively or clearly identify priorities for improvement. Therefore, she is unable to make the changes necessary to improve the quality of teaching and outcomes for children.

It has the following strengths

- Staff have improved their understanding of safeguarding and how to keep children safe in the pre-school since the last inspection.
- Children are happy, independent and they have positive relationships with staff and each other.

What the setting needs to do to improve further

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

	Due Date
■ use effective systems to observe and assess children's learning, from when they first join the pre-school	31/12/2017
■ plan challenging activities that address any gaps in children's development, so that they make good progress	31/12/2017
■ ensure that the required progress check is carried out to assess children's progress when they are aged between two and three years	31/12/2017
■ improve use of the key-person system to support individual children's learning right from the start, and work more closely with parents so they know what their child is learning and how they can help them improve.	31/12/2017

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

- develop the use of self-evaluation to identify priorities for improvement to raise standards and improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning both indoors and outdoors.
- The inspector sampled a range of documentation, including children's learning records, planning, staff records and policies and procedures.
- The inspector talked to a parent who was available on the day of the inspection and took account of their views.
- The inspector held discussions with the provider and staff throughout the inspection.

Inspector

Lisa Watson

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has failed to make improvements in the quality of the education programmes and assessment arrangements. Staff do not know how to check how well children are doing in their learning. They also do not carry out the required check to assess the progress children have made when they are aged two. These weaknesses continue to have a significantly detrimental impact on children's progress. The provider lacks understanding of how to critically evaluate the pre-school and how to monitor the children's learning. Therefore, she is not identifying the key areas that need to improve. Parents speak positively about the general care their children receive. However, they are not involved enough in their child's learning and development. In addition, they do not know which member of staff is their child's main carer. Nevertheless, safeguarding arrangements are effective. Staff know how to protect children, including those who may be affected by extreme views. They know who to report to if an allegation is made against an adult and all staff are now vetted to ensure they are suitable to work with the children. Staff keep the premises secure and supervise children appropriately at all times so they remain safe.

Quality of teaching, learning and assessment is inadequate

Staff do not plan activities that focus on identified gaps in children's learning and they do not take account of their interests. This is because they are not assessing children's progress and development frequently enough. As a result, staff do not have an accurate and up-to-date picture of what the children can and cannot do and the progress they are making. They do not have high expectations of what children can achieve. Staff and children have a positive rapport with each other. Children participate well in group times, listening to stories and singing songs together. This promotes their social and language skills.

Personal development, behaviour and welfare require improvement

Staff do not make the most of opportunities to get to know the children and families at the start. This affects how well staff are able to plan and support children's individual needs. All of the children behave appropriately. They are polite and use good manners, such as saying please and thank you, promoting British values well. During outside play in the school grounds, the children learn about how to play safely. They take manageable risks sensibly as they balance, stretch their bodies across climbing equipment and run to play hide-and-seek in the woodland area. Children eat healthily at snack time, and can access drinking water whenever they want it so they do not become thirsty. Staff take appropriate steps to reduce risks of cross infection, and protect the children's health.

Outcomes for children are inadequate

Staff fail to address gaps in children's learning because they lack understanding of what these are. Staff do not use assessment strategies, such as observing what the children are doing effectively, to make an accurate assessment of their progress towards the early learning goals or their future needs. As a result, activities do not challenge the children

appropriately, enable them to close any gaps in learning or prepare them well enough for their eventual move to school.

Setting details

Unique reference number	148669
Local authority	Wokingham
Inspection number	1110667
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	20
Number of children on roll	6
Name of registered person	Theresa Hazel
Registered person unique reference number	RP902935
Date of previous inspection	9 March 2017
Telephone number	07720400702

Pendennis Pre-School registered in 1991. It is privately owned and operates from a room within Hatch Ride Primary School, on the outskirts of Crowthorne, Berkshire. The pre-school is open on Tuesday and Thursday from 9am to 3pm and on Wednesday from 9am to midday, term time only. Two members of staff work with the children, including the provider who is also the manager. The provider receives funding to provide free early education to children aged two, three and four years.

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