

Cedars Pre-school

C/O Cedars Children's Centre, Whittlesea Road, Harrow, Middlesex, HA3 6LS



Inspection date

8 November 2017

Previous inspection date

29 April 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 | | Inadequate | 4 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Inadequate | 4 |

Summary of key findings for parents

This provision is inadequate

- Not all staff understand the pre-school's safeguarding policy and procedures. Some staff do not have the necessary knowledge to identify signs of possible abuse or know how to respond to possible allegations against other adults working with the children. Not all staff are able to protect children from harm.
- Information from children's assessments is not accurate and some staff are unable to explain children's levels of achievement. Staff do not identify all children's starting points or next steps in their learning, and do not take swift action to close any gaps in their development. As a result, some children make poor progress.
- Staff have a poor understanding of children's learning and development and teaching is mostly ineffective and does not match children's needs. Staff's expectations of children are not high enough. Children are not challenged or prepared well for school.
- Procedures to supervise and monitor staff's practice and knowledge are not effective.
- Staff do not seek sufficient information from parents about children's skills and interests at home. Staff also fail to share information about children's learning with other settings that they attend. Children do not have continuous support for their needs.

It has the following strengths

- Children have plenty of opportunities to play outdoors, exercise and enjoy fresh air. They enjoy nutritious snacks, fresh drinking water and learn about healthy eating.

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 that all staff understand the pre-school's safeguarding procedures, have robust knowledge of possible signs of abuse and know how to respond in a timely and appropriate way to child protection concerns, including concerns about other staff working with the children | 08/12/2017 |
| ■ develop robust procedures to identify and assess all children's starting points in learning, their ongoing progress and possible gaps in their development | 08/12/2017 |
| ■ shape children's experiences, activities and play to their individual learning needs and interests so that all children make the progress of which they are capable | 08/12/2017 |
| ■ improve the procedures for the supervision and coaching of staff to ensure that they have support and help to understand their roles and responsibilities and improve their practice. | 08/12/2017 |

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

- further develop the procedures to engage parents in sharing regular information about children's skills and interests at home, to boost the support given to children's learning at pre-school
- build on links with other early years settings that children attend to ensure that children have continuous support for their learning needs.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector interacted and spoke with staff and children during the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held meetings with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability, qualifications and training of staff working at the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Karinna Hemerling

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager fails to ensure that all staff understand the pre-school's safeguarding procedures. Some staff are not able to explain the signs and symptoms of abuse or the steps to take should concerns arise. Staff also fail to understand how to deal with concerns about the suitability of other staff. The manager's supervision and monitoring of staff practice is very weak. Although some staff are qualified and attend training, not all staff understand the safeguarding policy or maintain ongoing assessments and planning for children. The manager does not work with staff to track children's progress and as a result children's progress is inconsistent. Staff conduct daily risk assessments to ensure the safety of the premises.

Quality of teaching, learning and assessment is inadequate

Staff are not able to demonstrate how they gather information about children's starting points or identify children's next steps in learning. For some children, observations and tracking of their development is very limited. Children play independently for most of the session without planned interaction from staff. They enjoy playing with the dolls' house, toy cars, painting and outdoor play. Staff do not work with parents to obtain information about children's learning and do not exchange information with other settings that children attend. Children do not have continuous support. Teaching is poor and children do not make good progress, especially those who speak English as an additional language and those who receive funding to promote their learning.

Personal development, behaviour and welfare are inadequate

Staff obtain information from parents about children's care needs and maintain care plans for children with additional requirements, which are updated regularly. They are attentive and work with parents to support children's emotional development. Staff praise children regularly, promote good manners and are polite towards children, who behave well. Children make friends and learn about different cultures and their local community. Staff teach children about personal safety and how to be independent. However, children do not have the best possible care as their learning is not promoted well and not all staff are knowledgeable enough to protect their welfare should concerns arise.

Outcomes for children are inadequate

Educational programmes for children are based on what children enjoy doing at pre-school. However, play is mainly child led. Activities are not planned effectively as staff have a weak understanding of children's next steps in learning and development. Some children have wide gaps in their development and are not challenged to further their skills. They access toys and resources that promote each area of learning. However, due to staff's ineffective assessments and planning, children are not prepared effectively to successfully start school.

Setting details

| | |
|--|---|
| Unique reference number | EY337754 |
| Local authority | Harrow |
| Inspection number | 1068802 |
| 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 | 18 |
| Number of children on roll | 31 |
| Name of registered person | Cedars Pre-School Committee |
| Registered person unique reference number | RP523503 |
| Date of previous inspection | 29 April 2014 |
| Telephone number | 07960535279 |

Cedars Pre-school registered in 2006. The pre-school employs six members of staff, of whom three hold appropriate early years qualifications at level 3 to 6. The pre-school opens Monday to Friday, term time only. Morning sessions are from 8.45am to 11.45am and afternoon sessions are from 12.30pm to 3.30pm. The pre-school provides funded education for two-, three- and four-year-old children.

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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