

# Mytchett Pre-School

The Mytchett Centre, 140 Mytchett Road, Mytchett, Camberley, Surrey, GU16 6AA



## Inspection date

19 October 2017

Previous inspection date

18 June 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

- The manager does not sufficiently support her staff to understand their roles and responsibilities. The named deputy does not have a clear understanding of the requirements of her position or when taking charge in the absence of the manager.
- The key-person system is not effective. The manager does not ensure that all children have a named key person available to them at all times, such as during staff absences.
- The manager does not provide effective or regular supervision and support to staff. She does not prioritise their professional development to help ensure they continuously update their teaching skills, knowledge and understanding.
- The manager's systems for monitoring and assessing children's progress are not effective. She does not gather enough information to inform her of potential gaps in children's learning, to help them reach their full potential.
- Observation and planning are not precise enough and staff do not offer children challenging experiences. Next steps in children's learning are not unique to their abilities to help them make the best possible progress. The required two-year-old progress checks are not all completed and shared with parents as required.
- The manager evaluates her provision poorly and does not identify weaknesses and areas for improvement. She fails to recognise when there are breaches in requirements.

### It has the following strengths

- Children behave well. Staff provide consistent explanations to help them understand how to share and take turns together and to manage their feelings.

## 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 the named deputy has a clear understanding of their role and responsibilities relating to their position	27/11/2017
■ improve the key-person system to provide consistent support to all children, particularly in the absence of key staff members	27/11/2017
■ establish an effective supervision process to provide staff with consistent support, coaching and mentoring, to improve and prioritise continuous professional development	27/11/2017
■ develop precise monitoring and tracking systems to accurately assess children's development and target support for their future progress, and quickly identify gaps in their learning for further support	27/11/2017
■ implement an effective observation and assessment system, and use information gained from children's initial starting points, to clearly identify and precisely plan more challenging experiences that are unique to each child	27/11/2017
■ ensure that all required two-year-old progress checks are completed and share a written summary with parents.	27/11/2017

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

- improve self-evaluation to identify all areas of weakness, breaches of requirements and areas to improve more effectively.

## Inspection activities

- The inspector observed practice and staff interactions with children and assessed the impact these have on children's learning.
- The inspector explored the arrangements for safeguarding of children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff who work directly with children and the children's developmental records of progress.

## Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider, who is also the manager, does not ensure that she meets all of the legal requirements. She does not ensure that all the required assessments for children are completed. She fails to effectively evaluate and continuously monitor the quality of the pre-school. The manager does not have effective systems to monitor children's progress. She cannot identify gaps in learning quickly to provide additional support if required. She has failed to improve staff practice and the quality of the provision since the last inspection. Staff do not receive effective and regular supervision and coaching. The manager does not adequately support the staff to become reflective in their daily practice or to promote their continuous professional development. For example, opportunities to attend or access training to raise the quality of outcomes for children are not capitalised on. The manager does not ensure that the deputy manager has a clear understanding of her role and responsibilities to enable her to be capable to take charge in her absence. Safeguarding is effective. Staff display a sound awareness of their responsibility for protecting children in their care. They can identify signs of abuse and the procedures they would follow if concerned for a child's safety and welfare.

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

The overall observation, assessment and monitoring process is weak. Although staff receive information from parents on children's likes and dislikes when they first start at the pre-school, they fail to accurately capture children's initial developmental starting points. This means that staff do not precisely plan for children's progress from the very beginning. The ongoing assessments and observations of children's progress are not accurate and do not rapidly respond to their changing needs. Inconsistency in the monitoring of staff practice does not address variations in the quality of teaching. Staff do not provide sufficient challenge for children to help them make the best possible progress. Children's development is compromised and staff do not fully assist them to achieve to the best of their ability. The progress checks for children between two and three years old are not consistently completed. Staff do not routinely involve parents in this process to involve them in discussing their children's development or helping to identify any areas of concern. Gaps in children's learning and progress are not swiftly identified to enable staff to quickly access other professionals to aid their development as required. However, generally children are motivated in their learning. They become involved in discussions with staff about breakfast and healthy eating, such as when they use the play dough to make pretend food. They use letters on pegs to start to identify letters in their name and make patterns in sand to try to match these letters.

### Personal development, behaviour and welfare are inadequate

The manager and the staff do not fully support children's developmental needs. Children do not have an assigned key person at all times to support their continual progress in their learning and development and build on their emotional stability. This does not promote children to continue to have strong attachments. Staff help children to develop an understanding of how to be physically healthy. For example, children enjoy playing outside on the large playing fields. Children show independence and can access the toys that they

want to play with for themselves. They are given opportunities to learn about the world around them and about the differences and similarities in themselves and others.

### **Outcomes for children are inadequate**

Weaknesses in the assessment and tracking of children's progress mean that not all children make the best possible progress or benefit from challenging activities and experiences. Children's next steps in learning are not precise or specific to fully promote their learning and development. However, children do engage in most activities and are inquisitive in their play. They are developing some of the skills they need to support them in their future learning.

## Setting details

<b>Unique reference number</b>	120133
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1068429
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Linda West
<b>Registered person unique reference number</b>	RP905893
<b>Date of previous inspection</b>	18 June 2014
<b>Telephone number</b>	07760241309

Mytchett Pre-School registered in 1987. It is located in Mytchett, Surrey. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school is open term time only and operates Monday to Friday from 9.15am to midday. There are five members of staff who work directly with the children. Of these, one member of staff holds qualified teacher status, one holds an early years qualification at level 5, two hold qualifications at level 3 and one is qualified to level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

