

St Bernadettes Bees Pre School



Our Lady and Dominic Church, 71 Highview Road, Farnborough, Hampshire, GU14 7PT

Inspection date	28 November 2017
Previous inspection date	8 December 2016

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 management team fails to monitor practice fully to ensure that staff fulfil their roles and responsibilities. Not all staff are deployed effectively or are vigilant enough to meet the individual care and learning needs of children. Staff are not alert to children's feelings, which compromises their feelings of being safe in the pre-school.
- Staff do not effectively manage some children's behaviour, despite putting a plan in place to meet their needs. Staff fail to manage some children's behaviour well, resulting in other children showing fear when children whose behaviour is poor are near them.
- The management team does not offer effective mentoring and support to ensure the staff are fulfilling all aspects of their roles and responsibilities.
- The quality of teaching is variable. Some staff's teaching does not help children engage consistently in their learning to enable them to make further progress. Not all children are making consistently good progress from their starting points, to help them become sufficiently ready for their future learning.
- Self-evaluation processes are not fully robust to identify and target all weaknesses and breaches of requirement effectively.

It has the following strengths

- The management team implements robust recruitment procedures. They carry out the required checks for staff and the committee to ensure staff's ongoing suitability.
- Children benefit from toys and activities that provide them with interest.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that children are supervised effectively at all times to meet their individual needs and help them feel safe 	12/12/2017
<ul style="list-style-type: none"> ■ ensure staff understand how to implement appropriate and consistent behaviour strategies for all children to help them learn right from wrong and manage their own feelings 	12/12/2017
<ul style="list-style-type: none"> ■ provide all staff with effective supervision, support, coaching and training to ensure they fulfil their roles, particularly as children's key persons 	12/12/2017
<ul style="list-style-type: none"> ■ improve staff's teaching skills, especially for children's personal, social and emotional development, and communication and language, to ensure that all children receive the support they need to make good progress in their learning and development. 	12/12/2017

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

- develop the self-evaluation process to clearly identify all areas for development, to improve the quality of provision for children.

Inspection activities

- The inspector observed activities and learning experiences available to children.
- The inspector observed interactions between children and staff, and spoke to children during the inspection.
- The inspector asked staff questions about their work and observed practice with the registered provider.
- The inspector spoke to some parents about their views and opinions of the provision and considered these. The inspector sampled documentation.
- The inspection was carried out following the risk assessment process.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff do not offer reassurance to the children to help them feel safe. For example, some children's behaviours scare and intimidate others, resulting in some children cowering from them. This goes unnoticed by staff as they are not deployed effectively to supervise and support children. The management team is a newly formed team and although it is aware of its roles and responsibilities, it has failed to make changes swiftly enough to maintain children's well-being. Despite this, staff have a satisfactory understanding of their roles and responsibilities to protect children's welfare in the event of child protection concerns. The manager offers some supervision and coaching to the staff, but fails to ensure that staff improve their teaching skills effectively to support children's learning. For example, despite difficulties with some children's behaviour, staff have not had additional training to help improve this area of their practice, even though this was raised at the last inspection. Suitable documentation and processes are in place for recording and responding to complaints and undertaking risk assessment on the provision. Staff have friendly relationships with parents and at inspection parents comment that staff are welcoming. Partnerships with other providers involved in children's learning and care are positive.

Quality of teaching, learning and assessment is inadequate

Some children do not receive sufficient support from staff and do not make adequate progress from their starting points. Staff complete observations and assessments on children. These show some children are not making sufficient progress in some areas, particularly their personal, social and emotional development and communication and language. However, staff do not implement the plans they have put in place to target these areas and help children to quickly catch up. Some children are left for long periods without very little interaction or support, and flit between activities with very little purpose. This results in their behaviour deteriorating. Despite this, some teaching is good and those children involved in some focused activities are learning new skills. For instance, some children develop their imagination well as staff play doctors with them and others learn about problem solving as they explore with water and pipets.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership have a negative impact on children's personal development. Some children do not feel safe at the pre-school. Children's personal, social and emotional development is significantly compromised by staff's poor behaviour management. Staff do not give children consistent messages to support their understanding of what is appropriate and are often seen to ignore poor behaviour. For example, during the inspection children are seen to be pushed, poked and have toys thrown near them. Staff fail to correct behaviours accordingly. For example, they often give in to children's tantrums and crying, and ask children who are behaving to give back toys despite them playing the game fairly. This hinders children's learning and enjoyment of activities, while jeopardising children's feelings of security. Despite this, suitable procedures for recording accidents are in place and the environment in which children play is clean and safe. Children benefit from healthy lifestyles practices, such as regular play outdoors.

Outcomes for children are inadequate

Not all children make the progress they are capable of, or gain the skills they need for their future learning. Some children are at risk of falling further behind in their learning due to the lack of staff support. This is particularly evident for those children who have lower starting points in their personal, social and emotional, and communication and language development. They are not learning to communicate with others, make friendships or learn how to manage their feelings. This has a negative impact on the atmosphere and hinders some aspects of other children's learning.

Setting details

Unique reference number	EY431092
Local authority	Hampshire
Inspection number	1118222
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	52
Number of children on roll	57
Name of registered person	Saint Bernadettes Bees Pre School Committee
Registered person unique reference number	RP907207
Date of previous inspection	8 December 2016
Telephone number	01252 377510

St Bernadettes Bees Pre School registered in 2011. It is run by a voluntary parent management committee. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. It opens Monday to Friday, during school term times only, from 8.30am to 3.00pm. There are 10 staff. Of these, one hold a qualification at level 6, five hold a qualification at level 3 and two hold a qualification at 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.

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