

# All Cannings Pre-School

Village Hall, The Street, All Cannings, Devizes, Wiltshire, SN10 3PA



<b>Inspection date</b>	13 December 2017
Previous inspection date	26 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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

- Leaders do not fully understand their legal responsibilities. They have failed to complete the required background checks on new staff members. The provider has not ensured that all members of the management committee have completed the correct process to provide Ofsted with the necessary details to carry out suitability checks.
- Staff do not have the appropriate skills and knowledge to manage children's behaviour effectively, and are unclear about their roles and responsibilities to do so.
- Children's safety is compromised. Leaders do not identify potential hazards and take action to eliminate or minimise risks. The premises are not secure; unauthorised persons are able to gain entry and children could leave the premises unsupervised.
- Leaders do not ensure that all required documents are accessible and available for inspection. They do not ensure that confidential information is held securely.
- Leaders and staff do not make effective use of observation, assessment and monitoring of children's learning, to plan and provide challenging experiences, to meet children's needs and interests. Children do not make adequate progress.
- Staff do not organise daily routines and activities well enough to motivate and engage children, to help them enjoy their learning experiences.
- Self-evaluation is ineffective. The provider fails to identify breaches in the requirements and weaknesses in the provision.

### It has the following strengths

- Staff support children to understand how eating healthy food has an impact on their bodies.

## 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 all checks are completed for new staff members, including an enhanced Disclosure and Barring Service check to confirm their suitability to work with children	31/01/2018
■ ensure staff have the appropriate skills and knowledge to support children's good behaviour effectively, and that staff have a clear understanding of their roles and responsibilities to implement the behaviour management policy	31/01/2018
■ take steps to ensure the premises are secure so that unauthorised persons are unable to gain entry and children are unable to leave the premises unsupervised	31/01/2018
■ ensure confidential documents about staff and children are accessible, held securely and are available for inspection	31/01/2018
■ provide Ofsted with information on the current committee members, to enable the required suitability checks to be carried out	31/01/2018
■ organise activities and routines effectively so that children are able to spend more time engaged in purposeful play and enjoy their learning experiences	31/01/2018
■ improve the use of information from observations, assessments and tracking, to plan and provide engaging and challenging learning experiences for children that help them make the best possible progress, and to close any gaps in their learning.	31/01/2018

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

- improve the evaluation process to identify and address all areas of weakness and breaches in requirements.

## **Inspection activities**

- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including self-evaluation, observations, assessments, planning records, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

## **Inspector**

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Leaders and staff fail to ensure the premises are secure when children are present. They have not identified the risk this presents and have not taken sufficient action to safeguard children. The provider fails to implement effective recruitment and vetting procedures to ensure staff suitability to work with children. However, leaders ensure unvetted people are not left unsupervised with children. The provider has failed to notify Ofsted of changes to committee members as required. Some committee members have not completed the required documentation to enable Ofsted to complete suitability checks. This includes those who have access to confidential information that they retain off the premises. Leaders and staff have a suitable understanding of child protection procedures and know the procedures to follow if they have a concern about a child's welfare. Leaders offer supervision and mentoring to staff, but do not ensure staff implement procedures to manage children's behaviour consistently. Leaders and staff develop positive partnerships with other professionals. Nevertheless, they fail to monitor the overall quality of the provision sufficiently.

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

Leaders and staff do not make effective use of observations and assessments of children's learning. They do not plan and provide sufficiently challenging and engaging experiences to meet children's interests and build on their next steps in learning. For example, children filled plastic baubles with sequins; however, the activity merely occupied children and had little impact on their learning. Leaders and staff complete some assessments to check the progress children make and identify some gaps in learning. However, this information is not used effectively to plan and provide activities swiftly, to help children make the progress of which they are capable. Staff do not organise group activities to the best advantage to ensure children remain focused and engaged. For instance, during story and song times most children quickly become restless and lose interest. Staff do not offer the best support to encourage younger and less confident children to participate in activities, to build on their learning.

### Personal development, behaviour and welfare are inadequate

Children's well-being is compromised by weaknesses in safeguarding practice. Behaviour management is weak. Staff do not support children to learn about taking turns with popular resources, or to develop the skills to resolve any conflicts. For instance, some children have regular disagreements. Children shout at each other and tussle when they want the same toys. Children have opportunities to be outside on a daily basis, to play in the open air and to practise their physical skills. However, staff do not organise activities, resources and routines well enough to engage children in purposeful learning and play. For example, children put on their coats and then wait for lengthy periods to go outdoors. Boys, particularly, become restless and bored. Overall, parents talk positively about the pre-school and how well their children settle.

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

Children do not make sufficient progress in their learning, or gain the skills they need for their future learning and the eventual move to school. They are not supported to become motivated learners. Children quickly lose interest in activities when other children's behaviour disrupts their learning experiences. On many occasions, some children are left to wander without any purposeful interaction and do not receive the support they need from staff to help improve outcomes.

## Setting details

<b>Unique reference number</b>	145888
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1089720
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	17
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	All Cannings Pre-school Committee
<b>Registered person unique reference number</b>	RP520492
<b>Date of previous inspection</b>	26 March 2015
<b>Telephone number</b>	01380 860171

All Cannings Pre-School opened in 1974 and registered with Ofsted in 2001. It operates from the village hall in All Cannings, near Devizes. The pre-school is open Monday to Friday from 8.45am until 3pm during school terms. Four members of staff work with the children. Of these, the manager holds an early years degree at level 6, one holds qualified teacher status, and the other members of staff hold relevant qualifications at levels 2 and 3. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

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