

Crowle Pre-School

Crowle Parish Hall, Crowle, Worcester, Worcestershire, WR7 4AZ



Inspection date

7 December 2017

Previous inspection date

28 January 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

- Leaders and managers show a poor capacity to improve and have failed to address previous identified weaknesses within the pre-school.
- Staff are not appropriately deployed to ensure children's safety at all times.
- Leaders and managers do not promote a culture of safety. Staff have a weak understanding of safeguarding practice and how to keep children safe.
- The key-person system is not effective. Although children have a named key person, there are occasions when their care and learning are not tailored to meet their individual needs.
- Staff do not gather enough information about what children already know and can do when they first start at the pre-school.
- Information from assessment is not accurate or used well enough to ensure children make good progress.
- Staff's professional development is not sufficiently focused on providing high quality learning and development experiences for all children.

It has the following strengths

- The environment is generally well resourced. Children are happy and enjoy their time at the pre-school. They have positive relationships with the kind and friendly staff.
- Parents speak highly of the caring staff and advise that they are very happy with the care and education their children receive.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure that staff are deployed effectively to provide adequate supervision to meet the needs of all children and ensure their safety	11/01/2018
■ develop staff's knowledge and understanding of safeguarding and child protection policies, and ensure they understand the procedures to follow if they have a concern about a child's welfare	11/01/2018
■ ensure all those working with children are alert to all possible indicators of abuse or neglect	11/01/2018
■ implement an effective key-person system for all children to meet their individual needs	11/01/2018
■ support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children.	11/01/2018

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

	Due Date
■ use the information gained from observations to plan activities and shape learning experiences that support and challenge children to make good progress	11/01/2018
■ improve the quality of assessments of children's development, including their starting points on entry, and ensure that the information gathered gives a clear overview of their individual progress.	11/01/2018

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences indoors and outside.
- The inspector viewed evidence of the suitability of staff working at the pre-school.
- The inspector talked to leaders and the manager about their priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day and through other documentation.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Staff do not adequately supervise children to keep them safe at all times. This issue has been raised at a previous inspection. Nonetheless, leaders make sure that the required adult-to-child ratios are maintained. The pre-school has safeguarding and child protection policies in place and staff attend safeguarding training. However, staff are not confident in identifying possible indicators of abuse and have a limited understanding of the action they need to take if they have a concern about a child's welfare. Staff are well qualified and attend some ongoing training. However, they do not benefit from enough support and training to ensure they successfully fulfil their roles and their practice continually improves. Leaders and managers do not have a good enough overview of the quality of the provision to further improve.

Quality of teaching, learning and assessment is inadequate

Staff do not gather enough information from parents about what children already know and can do when they first join the pre-school, to inform their assessment of children's progress. Although staff observe children's play and plan some activities around their interests, they do not sufficiently build on children's existing skills. This means staff do not have the knowledge to support children's next steps in learning, although they do provide some activities that children enjoy. For example, young children keenly explore coloured ice. They concentrate as they make marks with the cubes. Children enthusiastically dress up and use their imagination as they proudly sing and perform the Christmas production to a large audience.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding practice mean children's safety and welfare are not promoted. Although staff maintain registers and count children in and out of rooms and play areas, there are occasions when staff are unaware of children's whereabouts. This is because staff are not deployed effectively. Nevertheless, the premises are secure and staff conduct daily visual checks to ensure resources are safe and fit for purpose. Children are allocated a key person when they first start at the setting. However, the system is not working effectively. Key persons do not always work on the days their key children attend and this leads to children's care and learning not being fully tailored to their individual needs. Children learn about healthy lifestyles. Staff talk to them about the importance of good hygiene and healthy eating. Staff support children's physical development. Children have lots of opportunities to play outside in the fresh air. Children enjoy running, and riding on wheeled toys. However, children are not adequately supervised to ensure their safety. For example, on occasions, staff do not notice when children fall over or wander off on their own.

Outcomes for children are inadequate

Not enough children are working within the range of development that is typical for their age. They are not sufficiently prepared in readiness for school. Staff do not provide them with appropriate activities to meet their individual learning needs. That said, during the

Christmas production, children listened attentively and followed some instruction. They adhere to simple boundaries set. Children learn to take turns and to be kind to one another.

Setting details

Unique reference number	205215
Local authority	Worcestershire
Inspection number	1087624
Type of provision	Full-time 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	32
Number of children on roll	32
Name of registered person	Crowle Pre-School
Registered person unique reference number	RP518298
Date of previous inspection	28 January 2014
Telephone number	01905 380 031

Crowle Pre-School registered in 1967 and is located in Herefordshire. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including two who hold early years professional status. The pre-school operates term time only. Sessions are available Monday to Friday from 9am until 3.45pm. The pre-school provides funded early 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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