

# Wildground Preschool

Wildground Infant School, Crete Road, Dibden Purlieu, Southampton, SO45 4JX



<b>Inspection date</b>	8 March 2018
Previous inspection date	30 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

- The provider has not followed the correct procedures to inform Ofsted that a new manager has been appointed. This is also a breach of the Childcare Register requirements.
- The provider has not informed Ofsted of changes to the pre-school committee. Not all committee members have been subject to the necessary background suitability checks.
- Staff are not vigilant when they are supervising children. They do not notice risks to children in the environment. When hazards are brought to their attention, they do not address them quickly to reduce the possibility of accidents.
- The provider has failed to make sure that the manager and staff have access to adequate training and support to fulfil their roles. They do not feel comfortable to share concerns and to seek advice about how to improve their performance.
- Staff do not deliver adult-led activities particularly well. They do not take into account the needs of all children in the group or allow them to voice their opinions. Staff miss many opportunities to help children develop new skills and make progress in their learning.
- Staff do not effectively promote positive behaviour. They do not give children clear guidance about the type of behaviour that is acceptable to help them maintain friendships.
- The self-evaluation process is poor. The manager has not worked with the provider and staff to prioritise areas for improvement and to raise the standard of teaching and care.

### It has the following strengths

- Staff incorporate mathematics into activities, and very young children show an interest in counting. Older children point out numbers that they recognise in the play area.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ develop a secure knowledge of, and follow the correct procedures for, notifying Ofsted of all significant changes, with particular regard to the appointment of the new manager and changes to the committee members</li> </ul>	22/03/2018
<ul style="list-style-type: none"> <li>■ provide Ofsted with all the necessary information concerning any changes to the committee members, to allow for any suitability checks to be undertaken</li> </ul>	05/04/2018
<ul style="list-style-type: none"> <li>■ improve staff's understanding of how to identify risks, and ensure that steps are taken to minimise potential risks to children as soon as they become apparent</li> </ul>	05/04/2018
<ul style="list-style-type: none"> <li>■ ensure that appropriate arrangements are put in place to provide the manager and staff with the necessary skills and support they need to fulfil their roles effectively and raise the quality of teaching</li> </ul>	19/04/2018
<ul style="list-style-type: none"> <li>■ ensure that planned activities are enjoyable and offer children sufficient challenge, while taking into account the individual learning needs of children, to help all children make suitable progress</li> </ul>	19/04/2018
<ul style="list-style-type: none"> <li>■ ensure staff manage children's behaviour effectively and help children understand what is expected of them.</li> </ul>	19/04/2018

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

- develop systems of self-evaluation, seeking contributions from others involved in the provision, including the provider and staff, to drive forward improvement.

## Inspection activities

- The inspector watched staff teaching children in all areas of the pre-school.
- The inspector held discussions with parents about the support that staff offer children.
- The inspector jointly observed an activity with the manager and they evaluated what they had seen.
- The inspector held a leadership meeting with the manager, and they talked about how she monitors children's progress.
- The inspector sampled children's learning information and talked to staff about the progress that children are making.

## Inspector

Julie Bruce

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. Staff have a poor awareness of what is going on around them. They do not identify when changes in the play area present a risk to young children. For example, they do not notice that children are placing their hands through the open ground-floor sliding window. When potential risks are pointed out to staff, they do not take appropriate action to minimise the potential of harm to children. Details of all accidents are correctly documented and shared with parents. Despite there being some safety issues in the environment, staff do have a secure knowledge of how to record and report any concerns about a child that they suspect is being mistreated. The provider is aware of the responsibility to share important information with Ofsted but has neglected to do so. They have not passed on information about the new manager in a timely fashion so that Ofsted is fully aware of people linked to the setting. Not all members of the committee that oversees the running of the pre-school are known to Ofsted. They have not all submitted the correct paperwork so that Ofsted is able to check they are appropriate to undertake their role. The manager understands the need to check that any students or bank staff that she recruits fully understand the setting's policies and procedures. The manager makes some attempts to reflect on her practice and has started to identify some areas for improvement. However, the provider and the manager are not working as a cohesive team. For example, there have been difficulties in deciding how to approach staff supervisions. Staff are not currently well supported. They are not able to discuss learning opportunities or talk confidentially about their job role.

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

The quality of teaching across the setting is inconsistent. Some staff have a weak understanding of how young children develop and learn. For example, during large-group activities, very young children are expected to remain fully focused. Older children are dissuaded from talking and making a contribution. During other adult-led activities, children disengage and wander off. Some staff support children to develop an interest in books, such as when they encourage young children to point out what they see. Children enjoy discussing animals and the world around them. There are some interesting resources in the indoor and outdoor environments. However, children get bored easily. They are not eager to enhance their play and develop their own ideas. Some staff are able to identify the levels that individual children are working at, and they make relevant observations of children's learning. Parents are positive about relationships children form with staff and the support staff offer children to adapt to difficult home situations.

### **Personal development, behaviour and welfare are inadequate**

Staff do not provide enough suitable activities to offer children sufficient challenge. When children are bored, there is a decline in the standard of behaviour. The response from staff is inconsistent. They remind children to be kind to each other. However, some episodes of challenging behaviour pass without comment. Children are not quite sure how staff will react. Staff give children adequate support to develop their hygiene skills, such as when they encourage them to wash their hands before snack. However, the queue is

long and children become restless and frustrated with each other. Children do form secure attachments to their key person and they settle quickly when they arrive at pre-school.

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

Children are not emotionally well prepared for the move to school. For example, at times, they struggle to work well with others. They lack resilience and do not experiment to test out theories. They do not make the best possible progress in their learning and development. Children do, however, develop their dexterity skills, and they learn to make small-brick houses.

## Setting details

<b>Unique reference number</b>	EY248375
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1091580
<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>	30
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Wildground Pre-School Committee
<b>Registered person unique reference number</b>	RP521071
<b>Date of previous inspection</b>	30 March 2015
<b>Telephone number</b>	02380844001

Wildground Preschool registered in 2002. It is run by a voluntary management committee and operates from a classroom in Wildground Infant School, in the village of Dibden Purlieu, Hampshire. The pre-school opens each weekday from 8am until 4pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are seven members of staff. The manager holds early years professional status, four members of staff have attained childcare qualifications at level 3 and one member of staff hold a qualification at level 2.

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