

Carisbrooke Preschool

31a Cottes Way, Fareham, Hants, PO14 3NF



Inspection date

Previous inspection date

19 June 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider does not review her safeguarding policies and procedures to check they are in line with guidance issued by the Local Safeguarding Children Board. They do not provide details of the action staff should take if they are worried about a child's safety.
- The provider fails to ensure that all staff understand the correct action to take if they have any concerns about a child or if they need to report an allegation against a staff member. There is little information available for staff on whom to contact for guidance if they feel unable to talk to the designated safeguarding lead.
- The provider has not put arrangements in place to effectively supervise staff. Staff have limited opportunities to talk about their ongoing professional development and to discuss concerns about individual children.
- At times, staff do not fully identify how to meet the needs of all children during group activities. Young children are expected to sit still for long periods, and they lose concentration.
- Self-evaluation processes are weak and do not address breaches in requirement.

It has the following strengths

- Children display high levels of motivation to extend their learning. For example, children independently add varying amounts of water to sand and form castles with their hands.
- Generally, the standard of teaching is strong and all children make good progress in their learning. Staff help children to develop their speech, they encourage children to discuss their families and the activities they most enjoy at home.

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:

	Due Date
■ ensure that safeguarding policies and procedures are in line with the guidance and procedures of the Local Safeguarding Children Board, and include a full explanation of the actions staff should take when they have concerns about a child	03/07/2018
■ ensure staff are trained to understand all aspects of safeguarding and receive up-to-date information about how to report any concerns about a child or about the behaviour of colleagues	03/07/2018
■ ensure appropriate arrangements are put in place for the regular supervision of staff to provide them with coaching, training and support, and to offer staff time to discuss sensitive issues and any concerns about a child's welfare.	03/07/2018

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

- review group activities to check that they fully meet the needs of all children involved
- develop systems in place for self-evaluating the provision to identify areas of weakness and to drive forward improvement.

Inspection activities

- The inspector held discussions with parents and asked for their opinions about the pre-school and the support staff offer children.
- The inspector talked to staff about training and support offered by the manager.
- The inspector held a leadership meeting with the manager. They spoke about safeguarding policies and procedures in place at the setting.
- The inspector chatted to children about activities they enjoy when they attend pre-school.
- The inspector and the manager observed and evaluated an activity.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider's safeguarding policies and procedures are not current. Staff do have some understanding of the signs that indicate a child may be at risk of harm. However, safeguarding policies do not explain procedures staff should follow to escalate concerns about a child's welfare. The provider does not identify gaps in staff's safeguarding knowledge. She has not trained them to understand how to respond if they have any concerns about her management, or about the behaviour of a colleague. They are not sure where to go to seek additional support. The provider monitors some aspects of her setting, but when she does highlight areas of weakness, she does not always act to rectify the issue. For example, she identified that she was not offering staff adequate access to supervision to successfully complete their role. She has not addressed this issue. She does not offer staff time to discuss areas of their routine they find more challenging or to discuss priorities for improvement. The manager provides access to some training. For example, a member of staff recently completed a relevant childcare qualification.

Quality of teaching, learning and assessment is good

Staff support children to develop their understanding of the world. For example, they talk to children about countries that are participating in the football world cup. Children are animated as they discuss their favourite teams. Staff teach children about living things, such as when they encourage children to take part in a bug hunt. Children are excited to talk about the attributes of the insects they find. Staff encourage children to use mathematics as they assist children to count legs. Staff plan a broad range of stimulating activities. However, at times, younger children find it much harder to concentrate during the activities when staff expect them to sit for longer periods. Staff develop children's understanding skills, such as when they demonstrate how to correctly play board games. Partnerships with parents are secure. Staff assess children precisely from the time they start. They share all information about children's learning with parents. Children enjoy talking to parents about activities they have mastered at pre-school.

Personal development, behaviour and welfare are inadequate

The provider's failure to check that staff know how to respond if they are worried about a child or to report an allegation against a member of staff, compromises children's safety and well-being, and puts them at risk of harm. However, staff do form secure relationships with children in their care. Children migrate towards their key person on arrival. All children, including younger children and those who are new to the setting, happily leave parents. Staff promote children's independence skills, such as when they encourage children to scoop out their own nutritious snack. Children develop the strength in their hands. For instance, they firmly grip tweezers and carefully pick up cards.

Outcomes for children are good

All children acquire a wide range of new skills and they are very well equipped for the move to school. Children hold a pencil correctly, they can write their name and other familiar letters. They enjoy exploring textures and they talk about what they can see and feel. Children engage in musical activities, such as when they tap along to their favourite

tunes. Children are gaining a good understanding of how to keep themselves safe. For instance, they discuss how to protect their skin in hot weather and they carefully apply sun cream.

Setting details

Unique reference number	EY501192
Local authority	Hampshire
Inspection number	1053283
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	26
Name of registered person	Catherine Smith
Registered person unique reference number	RP910705
Date of previous inspection	Not applicable
Telephone number	07773031989

Carisbrooke Preschool re-registered in 2016. The privately owned setting is located in Cottess Way, Fareham. The setting is open Monday to Thursday from 9am until 3pm and Friday from 9am until midday. The setting receives funding to support children aged two, three and four years. There are four members of staff who work directly with children. The manager holds a qualification at level 3, the deputy manager holds a childcare qualification at level 4, and another member of staff holds a qualification at level 2.

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