

# Coldharbour Pre-school

Highland Close, Bletchley, Milton Keynes, Buckinghamshire, MK3 7PD



<b>Inspection date</b>	5 June 2018
Previous inspection date	24 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The manager and staff do not have sufficient understanding of all safeguarding matters, including the 'Prevent' duty guidance. This puts children at significant risk.
- Staff do not ensure that children with identified speech and language delays have regular opportunities to practise and develop this aspect of their learning.
- Staff do not plan thoroughly enough to ensure that activities provide children with consistently good levels of challenge. At these times, children are not supported to develop new skills and they engage at a routine level.
- Staff overly focus their time on adult-led learning experiences. Children who prefer to learn in less structured ways have fewer opportunities to engage with and learn from staff. Not all children make the progress of which they are capable.

### It has the following strengths

- Staff encourage children to develop some useful skills in preparation for school. For example, children learn how to dress and undress, and how to recognise and write familiar words.
- Children are settled and happy. They enjoy attending pre-school and have warm attachments to the staff.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all staff have a thorough understanding of all safeguarding matters, including the 'Prevent' duty guidance, to keep children safe from harm</li> </ul>	10/07/2018

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ provide effective teaching and support for children to develop all aspects of their communication and language skills well</li> </ul>	01/09/2018
<ul style="list-style-type: none"> <li>■ plan and deliver learning experiences that consistently meet children's individual needs and provide them with good levels of challenge</li> </ul>	01/09/2018
<ul style="list-style-type: none"> <li>■ improve the overall quality of teaching to ensure that staff help children make progress effectively through a broader range of planned, purposeful learning experiences.</li> </ul>	01/09/2018

### Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector took account of parents' and children's views.
- The inspector looked at a sample of documentation, including policies and children's records.

### Inspector

Sarah Holley

## Inspection findings

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

Safeguarding is ineffective. The manager has failed to keep her own safeguarding knowledge up to date. She has not provided staff with the training they need in order to fully understand all of their safeguarding responsibilities. Although the provider and manager have worked with other professionals to address the safeguarding weaknesses identified at the last inspection, such as ensuring all committee members suitability, these further weaknesses in safeguarding practice mean that children are at risk. The manager and staff have regular opportunities to discuss their performance and to attend training. However, this has not led to teaching of a consistently high standard. The manager has not identified these inconsistencies through her use of self-evaluation. However, she has successfully identified other areas to develop through her improved monitoring of children's progress. For example, she has identified the need to enhance opportunities for children to develop their use of technology. Parents speak fondly of the staff and share how happy their children are to attend. Staff use these warm partnerships well to help build children's confidence and self-esteem. For example, when parents share information about children's achievements at home staff celebrate these with the children and add the details to the 'wow' board.

### **Quality of teaching, learning and assessment requires improvement**

Although staff make accurate assessments about children's progress, they do not use this information to plan precisely for each child's learning. Some activities add little to children's existing knowledge and skills. For example, staff encourage children to make a 'planet on a plate' but do not help children to understand what a planet is. They over direct the activity, which hinders children's ability to make choices and decisions. They complete tasks for older most-able children which they could try and do for themselves, such as writing their own names. When children are choosing to take part in less structured experiences, staff focus on supervising them and miss opportunities to extend learning. For example, they do not approach children to engage them in conversation to close gaps in their communication skills. At other times the teaching is more effective. For example, staff sing songs with children that help them to count and recognise numbers. They help children to gain the physical control to ride and steer bicycles. They teach children how to use tools with care and precision, such as scissors.

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

The weaknesses in safeguarding knowledge compromise children's safety and welfare. However, staff do ensure that the premises are safe and secure and they supervise children closely throughout the day. They encourage children to be independent in meeting their own needs. For example, older children find and put on their own coats before going outside. Staff promote children's interest in a healthy lifestyle, such as by providing healthy snacks and encouraging children to spend time in energetic play. Children behave typically for their age.

### **Outcomes for children require improvement**

Overall, most children make steady progress from their starting points. They learn to share, take turns and to play cooperatively. Older children learn about letters and the sounds they represent. They learn to recognise their own names. However, due to the inconsistencies in teaching, children do not make as much progress as they could. For example, any gaps in learning do not close as rapidly as they should.

## Setting details

<b>Unique reference number</b>	141766
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1124909
<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>	66
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Coldharbour Pre-school Committee
<b>Registered person unique reference number</b>	RP517364
<b>Date of previous inspection</b>	24 January 2018
<b>Telephone number</b>	01908 379154

Coldharbour Pre-school registered in 1982. The pre-school is open Monday to Friday from 8.45am to 3pm, during school term times. The provider employs 13 members of staff, of whom 10 hold relevant qualifications. The manager holds a level 4 qualification, seven staff have qualifications at level 3 and two are qualified at level 2.

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