

All Hallows Too Pre-School

Townhill Community Centre, Meggeson Avenue, Townhill Park, Southampton, SO18 2FH



Inspection date

Previous inspection date

20 June 2018

10 December 2015

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

- Children's safety cannot be assured at the pre-school. Leaders fail to check staff's ongoing suitability to work with children and do not ensure staff are deployed effectively. Staff have a poor understanding of safeguarding matters.
- Staff do not monitor or manage some children's behaviour appropriately, despite being aware that they struggle with their feelings and behaviour.
- Leaders have failed to ensure their action plan is robust and have not ensured staff have sufficient support, supervision and training to fulfil their roles and responsibilities. They do not monitor the effectiveness of educational programmes adequately.
- The quality of teaching is variable. Some staff's teaching practice is poor and does not help children to make adequate progress. Not all staff engage purposefully with the children to support their communication and language.
- Staff do not complete the required progress checks for two-year-old children, or share the required information with parents. Their use of observations and tracking children's developmental progress is poor. Staff fail to identify where children are in their learning and any gaps. They do not tailor activities to meet children's individual needs.
- Staff miss chances to encourage and support children's ongoing independence skills and do not talk to children about why it is important to eat healthy food.

It has the following strengths

- Staff set up a welcoming and nicely resourced play environment.

What the setting needs to do to improve further

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

	Due Date
■ implement effective recruitment procedures to ensure staff's ongoing suitability is checked	20/07/2018
■ ensure all staff know how to identify possible signs that a child may be at risk of harm and understand how to implement the nursery's safeguarding policy and procedures in the event of a concern about a child's welfare	20/07/2018
■ ensure that staff are deployed effectively and that children are adequately supervised at all times to meet their individual needs	20/07/2018
■ ensure staff understand how to implement appropriate and consistent behaviour strategies for all children to help them learn right from wrong and manage their own feelings	20/07/2018
■ provide all staff with effective supervision, support, coaching and training to ensure they fulfil their roles, particularly as children's key persons	20/07/2018
■ improve staff's teaching skills, with particular regard to promoting children's personal, social and emotional development, and communication and language skills, to ensure that all children receive the support they need to make good progress in their learning and development	20/07/2018
■ ensure that staff complete the progress check for children aged between two and three years, and share a written summary with parents, and use assessment effectively to identify where children are in their learning and use the information gained to tailor activities to meet children's individual learning needs	20/07/2018
■ use monitoring effectively to identify and target weaker aspects of children's learning, to make sure that the educational programmes are suitable and improve outcomes for all children.	20/07/2018

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

- develop children's independence further and help them learn about the importance of eating healthy food.

Inspection activities

- The inspection was initiated following a risk assessment.
- The inspector observed activities and learning experiences available to children and the interactions between children and staff, and spoke to children throughout the inspection.
- The inspector asked staff questions about their work and observed practice with the registered provider.
- The inspector spoke to some parents about their views and opinions of the provision and considered these at the inspection.
- The inspector sampled documentation and undertook a joint observation with the manager.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Leaders ensure that all staff have an enhanced Disclosure and Barring Service check. However, they do not ensure that all staff's ongoing suitability is checked regularly to be certain that they continue to remain suitable to work with children. Some staff have a poor understanding of the signs and symptoms of children being at risk. They do not understand the referral procedures to follow in the event of a child protection concern, which puts children at risk. Although sufficient staff are on duty, staff deployment is poor in meeting the needs of the children. For example, staff do not always notice when children need to go to the toilet, so children then do so in the garden. Furthermore, staff do not supervise or manage children's behaviour well and often overlook or ignore children being unkind and aggressive to others. The manager has started to undertake supervision and appraisals with the staff. However, she has not identified the weaknesses in teaching practice or identified staff's training needs. Procedures for monitoring children's progress, especially those learning English as an additional language, are poor and put children at risk of falling further behind. Leaders do not evaluate the pre-school provision adequately and have failed to identify the weaknesses. Staff share some information with parents and professionals to support continuity of care.

Quality of teaching, learning and assessment is inadequate

Staff fail to offer suitable support to all children attending the pre-school. Staff do not complete progress checks for children aged between two and three years. Consequently, parents do not receive a written summary of their children's progress, as required. Staff complete some observations and tracking records of children. However, these are limited and are not used effectively to help children make the progress they should, especially in their personal, social and emotional development, and communication and language. Staff provide a variety of activities for the children but these are not planned with children's individual learning and interests in mind. Some staff fail to notice that some children are not engaged in activities and too often children are left wandering without purpose. Interaction with children is sometimes very poor. For example, during construction play, staff do not talk to children to support their ideas or challenge their thinking skills. When a child shares an idea, it is not always valued. Despite this, some children have fun playing imaginatively and dress up.

Personal development, behaviour and welfare are inadequate

Children's well-being is compromised by weaknesses in safeguarding practice. The key-person system fails to ensure children's well-being. For example, if a child's key person is not in on the day they attend, the child is left to their own devices. Other staff do not understand children's needs outside their key group and support for children is lacking. Behaviour management is poor. Staff are not consistent in their behaviour management, often ignoring poor behaviour. For example, during the inspection children are seen to be pushed, poked and have toys taken off them by their peers without staff intervention. Staff provide a healthy range of snacks for the children and encourage children to wash their hands prior to eating. However, staff fail to promote children's independence skills well. Staff frequently complete tasks for children that they are capable of doing for

themselves. They also fail to teach children about the benefits of healthy eating. Staff provide a suitable environment for the children. They use risk assessments effectively to minimise hazards in the playrooms and the garden is secure. Accident records are suitably maintained and shared with parents when they collect their children.

Outcomes for children are inadequate

Not all children are making the progress of which they are capable. Some children are at risk of falling further behind in their learning, especially those who have lower starting points. Children are not well engaged in activities and do not learn to express or manage their feelings positively. As a result, children are not well prepared for school or their next stage in learning.

Setting details

Unique reference number	EY420471
Local authority	Southampton
Inspection number	1139298
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	37
Name of registered person	All Hallows Pre-School Committee
Registered person unique reference number	RP522788
Date of previous inspection	10 December 2015
Telephone number	07837630653

All Hallows Too Pre-School re-registered in 2010. It operates from the Townhill Park area of Southampton. It is open each weekday during school term time, from 9am to midday and from 12.30pm to 3.30pm. A lunch club is available from midday to 12.30pm. The setting receives early education funding for children aged two, three and four years. There are six members of staff, all of whom have early years qualifications, including one who has qualified teacher status.

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