

Great Staughton Pre-School (Piglets)

The Playing field, Great Staughton, ST. NEOTS, Cambridgeshire, PE19 5BP



Inspection date	21 June 2018
Previous inspection date	10 November 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

- The manager and committee members lack a suitable understanding of the procedure to follow in the event of an allegation of harm or abuse made against a member of staff. This compromises children's welfare.
- The provider has failed to ensure there is a named deputy who can take charge in the manager's absence.
- A daily record of the hours of children's attendance is not always completed accurately.
- The cycle of observation, assessment and planning that supports children's ongoing learning is not robust. This has a negative impact on children, including those who have special educational needs and/or disabilities. Furthermore, staff do not carry out the required progress check for children aged between two and three years.
- Staff do not receive effective support and supervision to help them raise their teaching skills to a good level.
- The key-person system is not effectively implemented to support children in their individual care needs.

It has the following strengths

- Children enjoy playing in the outdoor area and show great delight as they engage in high energy, physical activities.
- Children behave well. Staff support them consistently in learning to take turns and share.

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
■ appoint a named deputy to take charge in the manager's absence	22/07/2018
■ ensure all staff, including the management committee, gain a secure understanding of the safeguarding procedures and practice, including the procedures to follow should an allegation be made about a member of staff	22/07/2018
■ ensure an accurate daily record of children's names and hours of attendance is consistently maintained	22/07/2018
■ strengthen the arrangements for staff supervision to identify weaknesses in teaching and target support to raise the quality of observations, assessments and planning	22/07/2018
■ ensure the key-person system is used effectively to meet children's individual care needs	22/07/2018
■ improve the assessment of children's progress to ensure that any child who is at risk of falling behind is quickly identified and supported to make the best possible progress in their learning and development	22/07/2018
■ ensure the progress check for children aged between two and three years is carried out.	22/07/2018

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and members of the committee. The inspector also looked at relevant documentation, such as children's learning records and evidence of the suitability of staff and committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The pre-school manager and members of the committee have a poor understanding and knowledge of the procedures to follow should an allegation be made against a member of staff. Furthermore, a written record of children's hours of attendance is not always completed and the provider has not made sure there is a named deputy. This means children's safety and well-being is not assured. Nevertheless, most staff understand the signs and symptoms of possible abuse and know who they should report concerns. There is a robust recruitment process in place to ensure staff are suitable. The premises are clean and risk assessments are carried out to ensure equipment is safe. Staff have undertaken food hygiene training and the pre-school has implemented an effective filing system so that required paperwork is easily accessible. Although staff are qualified, there are significant weaknesses in supporting children's learning and development. Staff do not benefit from thorough supervisory meetings to help them provide a strong learning environment. Despite the weaknesses, parents are complimentary about the pre-school. They find the staff welcoming and report that their children are happy. Parents' permission is sought for the use of photographs on the pre-school's digital platforms.

Quality of teaching, learning and assessment is inadequate

Children's whose development is lower than typical for their age are not identified quickly or supported robustly to catch up with their peers. While staff carry out some observations, these are not consistently linked to areas of learning. As a result, staff do not have an accurate picture of children's abilities across the seven areas of learning and do not plan to effectively to meet children's developmental needs. Furthermore, systems to track children's progress are not being carried out regularly enough to ensure all children are making good progress. The next steps in children's learning are not focused enough to support their development and planning is not followed. As a result, staff do not extend children's thinking skills or to help them become confident talkers. Nevertheless, staff show an understanding of children's learning styles and provide an environment that offers some stimulation and engages their interests.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean children's safety, welfare and learning are compromised. Furthermore, although children are assigned a key person, this does not ensure that all children's care is tailored to meet their individual needs, particularly in relation to personal care. This affects some children's emotional well-being. However, children are learning about keeping themselves healthy and well. Children enjoy healthy snacks and regularly help themselves to drinks. Staff have made links with the local primary school teachers to help support children in preparation for their eventual move on to school.

Outcomes for children are inadequate

Due to the weakness in teaching and assessment, children do not make good progress in all areas of learning. They are not supported well enough to become successful learners

who are well prepared for the next stage in their learning, including their eventual move on to school. However, children are learning to play alongside their peers and to take turns and share.

Setting details

Unique reference number	221745
Local authority	Cambridgeshire
Inspection number	1139301
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	25
Number of children on roll	17
Name of registered person	The Great Staughton Pre-School Committee
Registered person unique reference number	RP517174
Date of previous inspection	10 November 2015
Telephone number	07759 382575

Great Staughton Pre-School (Piglets) registered in 1977. It operates Monday to Thursday 9am to 3pm, term time only. There are two permanent staff, one of whom holds a qualification at level 4. 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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