

Colden Common Pre-School Playgroup

Colden Common Community Centre, St. Vigor Way, Colden Common, WINCHESTER, Hampshire, SO21 1UU



Inspection date	28 June 2018
Previous inspection date	1 October 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
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, who is also the designated safeguarding lead, lacks the knowledge to carry out her role effectively. She fails to take appropriate action to ensure children's safety and does not support staff adequately to safeguard children.
- Staff do not show sufficient knowledge of what constitutes a risk to children's safety. They fail to take steps to protect children from harm. They do not work effectively with other agencies to ensure children's well-being.
- The committee cannot demonstrate that they implement effective recruitment and vetting procedures to ensure staff's suitability. Some records are not accessible for inspection. Staff fail to maintain an accurate record of children's attendance.
- The committee do not monitor staff performance effectively, including that of the manager. They fail to take effective action to deal with weaknesses in staff performance, including weaknesses in teaching and their safeguarding knowledge.
- The quality of teaching is variable and often lacks suitable challenge for children. Some groups of children do not make good enough progress, especially in key areas, such as developing their speaking skills and confidence in readiness for school.

It has the following strengths

- Staff manage children's behaviour well. They help them to take turns and to share toys.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ appoint a designated lead for safeguarding who is able to effectively identify and respond to signs of possible abuse and neglect in a timely way, and is capable of providing support, advice and guidance to staff 	13/07/2018
<ul style="list-style-type: none"> ■ ensure all adults working with children have a secure understanding of safeguarding policy and procedures, to enable them to identify signs and symptoms of abuse and to refer concerns in a timely and appropriate way 	13/07/2018
<ul style="list-style-type: none"> ■ ensure all staff, including the designated lead for safeguarding, have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and where there are concerns about children's safety or welfare, ensure that agencies with statutory responsibilities are notified without delay 	13/07/2018
<ul style="list-style-type: none"> ■ establish effective recruitment and vetting arrangements to ensure that all required suitability checks are completed when employing new staff and ensure these are easily accessible and available for inspection 	13/07/2018
<ul style="list-style-type: none"> ■ maintain an accurate daily record of the names of the children being cared for on the premises, their hours of attendance and the names of the key persons who care for them 	13/07/2018
<ul style="list-style-type: none"> ■ ensure arrangements for staff supervision are effective in providing support, coaching and training and enable staff to discuss any issues, particularly concerning children's development or well-being, including child protection concerns 	13/07/2018
<ul style="list-style-type: none"> ■ plan challenging and enjoyable experiences that take full account of each child's individual needs, interests and stage of development to promote good progress in their learning and development, particularly for children who are learning English as an additional language and those who show low levels of confidence 	13/07/2018
<ul style="list-style-type: none"> ■ monitor the educational programmes effectively to identify and target weaker aspects of children's learning, including the quality of staff interactions, to improve outcomes for all children. 	13/07/2018

Inspection activities

- This inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- The inspector observed children's play indoors and outdoors.
- The inspector looked at samples of children's assessment folders and discussed children's learning with staff and the manager.
- The inspector spoke with the staff and children at appropriate times during the inspection and took the views of parents into consideration.
- The inspector conducted a joint observation of a focus activity with the manager.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The manager has a very poor attitude towards safeguarding matters. She is unclear on who she would report a concern to and fails to provide accurate advice and support for staff when they raise concerns about children's welfare. In addition, despite noting down concerns around children's welfare, she fails to make timely referrals where necessary, placing children at risk. The manager and staff do not work in effective partnership with other agencies and do not share information where necessary to safeguard families. Further breaches in safeguarding compromise children's safety. The committee does not follow robust recruitment and vetting procedures, and has recruited staff members without taking thorough steps to check their suitability. They do not accurately evaluate the provision or monitor how staff follow the settings policies to safeguard children. On the day of the inspection, it was noted that video footage of children was being recorded and stored without the knowledge of staff or parents. The manager did however take some action on the day of the inspection to address this in line with the settings safeguarding policy on camera use. The manager does not fulfil her role to ensure that staff are given guidance on how to improve their teaching or opportunities to discuss concerns about children's well-being. She has an inaccurate understanding of strengths and weaknesses of the provision; including teaching. Staff were unaware that they are required to keep an accurate record of children's attendance and fail to note when children come in early or arrive after the session has started. The manager and staff do not monitor children's progress over time or identify and address any differences in their learning. Staff are suitably deployed to ensure children's safety.

Quality of teaching, learning and assessment requires improvement

Despite staff being well qualified, they do not always offer effective support during activities to motivate children to do well in their learning. For example, during a water play activity staff stand and supervise children rather than purposefully supporting them to build further on their ideas. As children start to work out that bigger cars take longer to travel down the pipes, staff ask them to tidy the activity away, which spoils their enjoyment. Staff fail to support children who speak English as an additional language successfully. They leave them to play on their own for long periods of time, and do not help them to develop their speaking skills in readiness for school. When teaching is better, staff engage readily with children, such as through an interactive story time. They use props, such as colourful play fruit to help children predict what happens next, in a story about a hungry caterpillar. Parents receive some information about children's learning, such as through basic written summaries and photographic scrapbooks.

Personal development, behaviour and welfare are inadequate

The committee, manager and staff do not ensure children's well-being due to the significant weaknesses in their safeguarding understanding. However, staff are generally caring and help children settle on arrival. Children benefit from access to the outdoor garden space, where they enjoy riding bikes or playing in the sand. Staff adequately help children to manage their feelings and behaviour. However, they are not consistent in supporting some older children to develop high levels of confidence in readiness for

school. Staff provide some opportunities for children to take responsibility for completing tasks to develop their independence, such as cutting up the fruit for snacks. They generally support children's additional health needs although are not sufficiently vigilant in reporting on concerns that affect their welfare.

Outcomes for children require improvement

Not all children make the progress of which they are capable due to inconsistent teaching and support from staff. Some children do not have a strong foundation in English or have sufficient confidence to start school. However, they do develop some useful skills, such as recognising shapes and colours. Children generally listen at group times and observe the group rules. Some children make marks and recognise their names in print.

Setting details

Unique reference number	110072
Local authority	Hampshire
Inspection number	1139825
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Colden Common Pre-School Playgroup Committee
Registered person unique reference number	RP521736
Date of previous inspection	1 October 2015
Telephone number	01962 715 401

Colden Common Pre-School Playgroup has been operating since 1974 and registered in 1992. It is open Monday to Friday, from 8.30am to 3pm, term time only. The pre-school employs 10 members of staff, all but one hold relevant early years qualifications at level 3 and above. The pre-school receives funding to provide free early years 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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