

Pembridge Pre-School

The Village Hall, Pembridge, Leominster, Herefordshire, HR6 9EB



Inspection date

Previous inspection date

5 July 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		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 are at risk of harm as risk assessment is weak. Leaders and staff do not identify and eliminate all hazards to children to ensure their safety.
- Staff do not receive the effective support, supervision and coaching they need to give them a better understanding of how to fully promote children's development.
- Staff do not use the information gained from observations to plan activities that match to each child's stage of development. This means that activities lack challenge and children frequently become bored or distracted.
- Leaders do not have an accurate overview of children's progress. This means that they are unable to identify and address any gaps in learning.
- Staff do not use consistent methods to manage children's behaviour. As a result, not all children learn to behave well.
- The key-person system is not effective in ensuring communication with parents is effective. Some parents are not aware of their child's key person and staff do not share enough information about children's care and learning needs.

It has the following strengths

- Children's good health is promoted appropriately. Staff follow good hygiene routines, remind children to wear sun hats while playing in the garden and encourage them to drink plenty of water during the warm weather.

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
■ undertake effective risk assessments to minimise any potential hazards in the environment to ensure children's safety and welfare	05/08/2018
■ ensure staff receive effective support, supervision and coaching to enable them to effectively promote children's development and welfare	05/08/2018
■ improve planning and assessment systems so that specific next steps for children are identified, and use these to plan activities that support children's learning and development	05/08/2018
■ implement effective systems to monitor and assess children's progress to identify and address any gaps in learning	05/08/2018
■ ensure staff use consistent methods to manage children's behaviour to help children learn how to behave well	05/08/2018
■ improve the key-person system to ensure parents are all informed about their child's key person and establish a good two-way flow of information to ensure children's individual needs are consistently met.	05/08/2018

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

- make better use of self-evaluation and monitoring to help ensure areas for improvement are identified and acted upon swiftly.

Inspection activities

- The inspector observed staff engaging with children in a range of activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children, staff and parents during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Leaders and staff do not use risk assessment adequately to help identify, minimise and remove risks to children. They do not check that resources are suitable for children to use. This enables young children to put small objects, such as marbles, into their mouths placing them at risk of choking. Staff have a suitable knowledge of child protection procedures. They are aware of the procedure to follow should they have concerns about a child in their care. Most staff are qualified and have some supervision from the manager. However, they do not receive the training and support they need to help them develop their skills to fully promote children's overall development. Children's progress is not effectively monitored. Leaders and staff are unable to identify and act upon gaps in children's learning. Parents are generally happy with the pre-school. They say their children enjoy attending and the staff are welcoming and friendly. However, not all parents are aware of who is their child's key person. In addition to this, staff do not share enough information with parents about children's learning and development. Self-evaluation is ineffective. Although the manager acknowledges improvements need to be made, swift action has not been taken to address areas of concern.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is not good enough. Staff do not use the information gained from observations to plan activities that meet children's individual needs. This is because activities are not focused on what children need to learn next. When staff do carry out activities, they do not provide sufficient challenge to help children be fully engaged in their learning. For example, when staff plan an activity using play dough, they do not consider children's capabilities or individual next steps for learning. Children are not motivated, begin to squabble and eventually leave the activity. Children are able to make choices in their play from the well-resourced environment. The pre-school has established effective links with the local school. Children attend regular events hosted by the school.

Personal development, behaviour and welfare are inadequate

Staff do not manage children's behaviour well. They are inconsistent in their approach and do not provide children with clear explanations to help them understand why some behaviours are not acceptable. For example, some staff say 'no' without explaining why the behaviour is unacceptable while other staff ignore negative behaviour. Children develop some physical skills. For example, they learn to climb and balance when they play on apparatus outdoors. Children are becoming independent. They are learning to take care of their own needs, such as using the toilet independently.

Outcomes for children are inadequate

Weakness in teaching means that children do not receive the support they need to make sufficient progress. Children, including those in receipt of funding and children who speak English as an additional language, are not gaining the skills they need to prepare them for the next stage of their learning, including moving to school.

Setting details

Unique reference number	EY549900
Local authority	Herefordshire
Inspection number	1118582
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 - 11
Total number of places	20
Number of children on roll	19
Name of registered person	Pembridge Pre-School CIO
Registered person unique reference number	RP549899
Date of previous inspection	Not applicable
Telephone number	01544388169

Pembridge Pre-School registered in 2017. The pre-school employs four members of childcare staff. Three staff hold recognised qualifications ranging from level 3 to level 6. The pre-school operates Tuesday to Friday during school term time. Sessions are from 8.30am until 3pm. The setting offers after-school care until 5pm. 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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