

Skylark Pre-School

4 Shackleton Road, Rowner, Gosport, Hampshire PO13 9SG



Inspection date	26 September 2018
Previous inspection date	29 March 2018

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

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff supervisions, including those of the new manager and other senior leaders, are not being used effectively, to hold staff robustly accountable for raising the quality of teaching and practice to a consistently good standard.
- Senior leaders do not successfully monitor the work of managers or staff. They are unaware of some weaknesses in the educational programmes, including variable teaching and weaker aspects of children's learning.
- Some staff, including the new manager, do not understand how to identify children's next steps in learning effectively. Activities provided generally lack challenge and do not take into account children's interests or what they need to learn next.

It has the following strengths

- Leaders have taken some action to address the areas for improvement raised at the last inspection. For example, staff have improved the in safety in the garden and reviewed their safeguarding procedures. They have reorganised the play spaces to allow children better access to toys and resources.
- Key persons tend successfully to children's care needs and sensitively support new children to settle into the nursery. Staff act as positive role models and manage children's behaviour well. Children benefit from daily outdoor play and enjoy a range of healthy snacks. Parents comment positively on their children's experiences.

What the setting needs to do to improve further

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

	Due date
establish an effective system for the supervision of staff, including the manager and other leaders, which provides targeted support and coaching to improve their knowledge, understanding and practice and that raises the quality of the provision to a consistently good standard	30/11/2018
ensure senior leaders monitor the educational programmes and quality of teaching effectively and take swift action to identify and target weaker aspects of children's learning, including areas where children may be slow to develop key skills, so they are supported to catch up	30/11/2018
improve staff's understanding of observation and assessment so they precisely identify where children are in their learning and what they need to learn next, and that parents and carers gain accurate information about their child's progress	30/11/2018
plan challenging and enjoyable experiences and take full account of each child's individual needs, interests and stage of development to promote good progress in their learning.	30/11/2018

Inspection activities

- 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 several parents into consideration. The inspector held a meeting with senior leaders and representatives from the local authority.
- The inspector and the manager completed a joint observation of a literacy activity.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have attended training on safeguarding and show a suitable understanding of the action to take if they have a concern about a child or the behaviour of another adult. They assess risks daily to help ensure the play spaces are safe for children. The new manager is keen to make improvements. However, leaders do not have robust systems in place to check that she is meeting her responsibilities of the role successfully. Leaders have used the views of the local authority and consultants to identify areas for further improvement. However, action taken to implement these has not been fully effective. For example, leaders do not robustly monitor staff's practice. They were unaware that staff had failed to identify children's individual next steps accurately despite this being noted in a recent audit.

Quality of teaching, learning and assessment requires improvement

Despite being qualified, the quality of staff's knowledge and their ability to fulfil the requirements of their role are variable. Staff provide children with a range of toys and allow them the freedom to make choices and lead their own play. However, while staff's interactions are kind and friendly, the teaching lacks challenge. Staff do not successfully extend children's communication and language to a good level or support children to solve problems themselves. Some staff are uncertain of how to observe and assess children's learning accurately. They do not plan or help children work quickly towards what they need to learn next. Staff share information with parents, but they do not consistently get an accurate picture of their child's progress.

Personal development, behaviour and welfare require improvement

Some weaknesses in how staff support children's independence remain since the last inspection. However, older children develop some basic self-care skills, such as confidence in toileting, in readiness for their move to school. Staff are deployed suitably to supervise children. Children enjoy the play resources outdoors, digging in the sand and riding bicycles expertly. They make steady progress in their social and emotional development as they play alongside their friends. Leaders have introduced new systems for monitoring children's absence and recording accidents. However, the failure to check staff's understanding and to monitor their practice has led to a member of staff misunderstanding how to fill these in accurately, as per the policy.

Outcomes for children require improvement

Children do not make as much progress as possible, as the quality of teaching is not consistently good. However, children do behave well, follow simple routines and understand the need to share toys. Children enjoy activities, such as painting and creatively sculpting models from dough. They operate remote-controlled cars with increasing skill. However, they do not sustain their concentration. Teaching does not motivate children to investigate further or capture their interests successfully. Children gain some skills for their move to school, such as basic counting skills.

Setting details

Unique reference number	109792
Local authority	Hampshire
Inspection number	10057610
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	18
Number of children on roll	15
Name of registered person	Naval Under Fives (Eastern Area) Committee
Registered person unique reference number	RP519689
Date of previous inspection	29 March 2018
Telephone number	077 7315 4757

Skylark Pre-School registered in 1992. The pre-school is open Monday to Friday from 7.30am until 5pm. It operates during school term time and at times during the school holidays. There are four members of staff and, of these, three hold a childcare qualification at level 3. The pre-school receives government funding for early years education for children aged three and four years.

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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