

Manor Road Pre-School

Festival Hall, Merryoak Road, SOUTHAMPTON SO19 7QR



Inspection date	7 January 2019
Previous inspection date	28 June 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of 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 management committee and the manager do not have a sufficient understanding of their roles and responsibilities. This has led to breaches in legal requirements.
- The management does not ensure that all new committee members follow the necessary procedures, in order for Ofsted to complete the required suitability checks. It does not make sure that all records are available at inspection.
- Risk assessments are poor. The manager fails to deploy staff effectively to ensure that they supervise children vigilantly. For example, staff are not vigilant to incidents and accidents that occur and do not always administer first aid to children swiftly. This means that children's health and safety are compromised.
- The organisation of the environment and routines is not effective in meeting children's individual needs. Expectations for children's behaviour are unclear. Staff do not consistently act as positive role models and at times their interactions with children are poor. This has a significant impact on children's emotional well-being.
- The management does not monitor staff's performance effectively to identify where further professional development is needed to raise the quality of teaching and practice to a good level. Staff do not use all opportunities to interact with children effectively, to help children make good progress.
- Staff do not use information from assessments well enough to plan challenging activities that follow children's interests and enhance their development. Not all staff are aware of children's next steps in learning to help them motivate children to learn.
- Staff do not ensure that all parents are aware of their child's next steps in learning or encourage them to share information on children's abilities at home, to help ensure continuity in children's learning.
- The management does not review the provision effectively to identify areas for improvement.

It has the following strengths

- Access to the premises is stringently monitored.

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
ensure that the management and the manager develop a secure understanding of their roles and responsibilities in managing the pre-school, to ensure children's health, well-being and safety	21/01/2019
provide Ofsted with the information needed to check the suitability of all committee members	21/01/2019
ensure all records and documentation are available at inspection	21/01/2019
ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis and take swift action to minimise risks and hazards to children	21/01/2019
ensure that staff are adequately deployed and supervise children to ensure their safety at all times	21/01/2019
ensure staff respond swiftly to all incidents and accidents that occur and administer the appropriate first aid to children as required	21/01/2019
ensure staff manage children's behaviour in an appropriate way and receive clear messages about the behaviour expectations and boundaries of the pre-school	21/01/2019
improve the organisation of the environment and daily routines to ensure staff can consistently meet children's care and welfare needs, including those children with special educational needs and/or disabilities (SEND)	21/01/2019
implement effective performance management systems, to help swiftly identify inconsistencies in practice and improve staff's professional development opportunities, so that teaching and learning are significantly improved	21/01/2019
ensure that staff use information from assessments to precisely plan challenging and appropriate activities that are matched to each child's individual needs.	21/01/2019

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

- develop strategies to ensure key persons consistently share children's updated next steps with other staff working with their children, to help maximise children's learning at every opportunity
- build on relationships with parents and consistently ensure they are aware of their child's precise next steps in learning and contribute what children are achieving at home, to strengthen their development
- enhance methods for self-evaluation to help identify weaknesses in the provision.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed staff and children during the day and discussed her observations and the quality of teaching with the manager.
- The inspector held discussions with the manager, provider, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, risk assessments and staff supervision records.

Inspector

Jane Franks

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The management and the manager do not fully understand their roles and responsibilities in managing the pre-school and have failed to identify many of the weaknesses in the provision. This has a significant impact on children's safety and well-being. Not all committee members have completed the procedures for suitability checks as required by Ofsted, and the required documentation, such as the Disclosure and Barring Service (DBS) records for staff and the committee are not available for inspection. Staff do not undertake robust risk assessments to help identify and minimise hazards to children. For example, children walk around with scissors and they paint over a crack in the kitchen window. The deployment and communication between staff are poor. For example, staff fail to notice minor accidents that occur and do not swiftly administer the appropriate first aid. Staff have a suitable understanding of reporting procedures should they have any child protection concerns. The management does not identify weaknesses in staff's practice or offer specific training and mentoring. This means that the quality of teaching and children's learning are not improving swiftly.

Quality of teaching, learning and assessment is inadequate

Although assessments of children's learning are taking place, staff do not use this information effectively to plan challenging experiences, to help support each child's needs. For example, often children show little interest in activities planned and struggle to make their own play choices. This results in children having disputes with others and climbing on furniture. Not all staff are aware of children's progress. At times, when children do engage in activities, staff fail to interact with them, to help inspire them to learn. Partnerships with parents are not consistently successful. For example, not all parents are aware of children's next steps in learning and are not encouraged to share information about children's abilities at home, to help maximise children's learning.

Personal development, behaviour and welfare are inadequate

Some staff lack the skills to manage children's behaviour appropriately. For example, they do not give children clear explanations, such as why they should not run inside, and they do not consistently encourage children to think about the feelings of others when disputes occur. The organisation of routines is weak. For example, children with SEND spend long periods in a chair at snack time and some children miss the opportunity to have snack. The kitchen area is cold and children do not have the opportunity to eat in a warm and comfortable environment. The transition between indoors and outdoors is chaotic. This has a significant impact on children's emotional well-being. For example, staff do not ensure that all children wear suitable clothing, such as coats for outdoor play. They fail to notice when children are cold and children complain to visitors that their hands hurt.

Outcomes for children are inadequate

Most children do not make sufficient progress and are not challenged effectively in their learning. They do not learn how to communicate with others effectively, develop friendships or understand how to follow instructions. This limits their preparation for the next stage in their learning.

Setting details

Unique reference number	EY475719
Local authority	Southampton
Inspection number	10089085
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	2 - 4
Total number of places	32
Number of children on roll	31
Name of registered person	Manor Road Pre-School Playgroup Committee
Registered person unique reference number	RP908426
Date of previous inspection	28 June 2016
Telephone number	02380 576300

Manor Road Pre-School registered in 2014 and is located in Southampton. Staff provide care Monday to Friday from 9am to midday and 12.30pm to 3.30pm, during term time only. An optional lunch club operates from midday to 12.30pm. The provider receives funding to offer free early education for children aged two, three and four years. A team of five staff works with the children; of these, three hold a relevant early years qualification at level 3 and two hold a qualification at level 2.

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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