

# 345 Preschool

24 Jacklyns Lane, Alresford, Hants SO24 9JJ



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 30 January 2019 |
| Previous inspection date | 4 November 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Inadequate</b><br>Good | <b>4</b><br>2 |
|---|---|---------------------------|---------------|
| Effectiveness of 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 designated lead for safeguarding has a weak understanding of her responsibilities to safeguard children. She has not accessed training appropriate to her lead role for some time, which has an impact on her ability to fully support, advise and guide staff. She fails to work in effective partnership with other agencies.
- Staffing arrangements are ineffective and do not meet the children's individual learning needs. The record of children's attendance lacks the required details. The manager does not provide staff with effective supervision and coaching to improve the overall quality of teaching.
- Staff do not gather enough information from parents and others to inform starting points for children. They do not complete the written progress check for children aged between two and three years, as required. Teaching does not support children's good progress towards their next steps in learning.
- Current systems for monitoring the provision are ineffective in identifying weaknesses, including the quality of teaching, children's rates of progress and the implementation of the pre-school's procedures in order to meet the legal requirements successfully.

### It has the following strengths

- Children enjoy exploring a range of resources and activities that have been put out for them by staff.

## 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 designated lead for safeguarding attends a child protection training course, taking account of any advice from the Local Safeguarding Children Board or local authority, and that it effectively enables them to identify, understand and respond appropriately to signs of possible abuse and neglect | 27/02/2019 |
| ensure all staff have regard to the government statutory guidance 'Working Together to Safeguard Children 2018' and work in effective partnership with children's social care services without delay   | 27/02/2019 |
| ensure staffing arrangements are effective and meet children's individual learning needs   | 27/02/2019 |
| ensure children's attendance is recorded accurately and maintained, containing the names of the children being cared for on the premises and their actual hours of attendance  | 06/02/2019 |
| put in place effective arrangements for the supervision of staff, including the manager, that provides support, coaching and training, and enable staff to discuss any issues, particularly relating to children's development or child protection concerns  | 27/02/2019 |
| ensure children's developmental assessments, including the progress check at age two years, accurately identify children's developmental starting points and use these effectively to plan for the next steps in their learning  | 27/03/2019 |
| monitor the educational programmes, staff use of assessments and the quality of teaching effectively 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.  | 27/03/2019 |

### Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including staff suitability checks, accident records and records of children's attendance.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with the chairperson and manager.
- The inspector conducted a joint observation of a phonics activity for older children.

**Inspector**

Melissa Cox

## Inspection findings

### Effectiveness of leadership and management is inadequate

The pre-school has recently experienced a period of change, including a reduction in the number of staff available to work with the children and the introduction of places for younger two-year-olds. Leaders have not effectively evaluated the effectiveness of these changes, some of which are having a detrimental impact on children's welfare and the support children receive for their learning. For example, the weakness in planning and the organisation of routines prevents staff from spending quality time with children. Safeguarding is not effective. The manager, who is the named person for safeguarding, fails to fulfil the responsibilities of her lead role successfully, including attending training specific to her safeguarding role. She does not effectively support staff when they raise concerns about children's well-being. In addition, she does not recognise or act on information that could affect children's welfare, including information that has been provided by professionals. Staff do not maintain a record of the times when children are on the premises. The manager shows a poor understanding of monitoring reasons for children's non-attendance. Staff do not receive effective guidance and support to help them improve their teaching or personal effectiveness. However, staff are subject to suitability checks and are qualified for their roles. The manager does not monitor children's progress sufficiently over time or address any differences in learning, including where children are slow to develop key skills in readiness for school. She is unaware of the requirement to review children's progress between the ages of two and three years, and provide parents with a written summary. Staff have failed to complete these assessments for the younger children who attend. The special educational needs coordinator accurately assesses children's learning and identifies what action to take to support children further. However, the manager does not support her to fulfil the responsibilities of her role effectively, which limits the success of any identified interventions to support children with special educational needs and/or disabilities.

### Quality of teaching, learning and assessment requires improvement

Due to weakness in staffing arrangements, children, including groups who are working below developmental expectations in key areas, play on their own for much of the session. The activities on offer lack purpose and challenge, and staff do not use their time efficiently to support children as they play. On occasions when staff do spend time with children, teaching meets children's needs well. For example, staff extend children's understanding of measurement and shape as they help children identify complex shapes and encourage them to build tall towers with bricks. Staff plan some activities, such as circle time, and children sing songs and copy actions. However, these are not closely linked to what children need to learn next, so children gain little value from this to support their individual learning needs.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership compromise children's safety, welfare and capacity to make good progress in some aspects of their learning. The lack of challenge for older, more-able boys has an impact on their levels of engagement and they are quick to move on from activities. Despite this, children establish appropriate emotional bonds with staff and show they are comfortable in their environment. They develop some independence

in their self-care skills, such as putting on their coats for outdoor play and selecting their own toys to play with. Staff suitably promote children's understanding of the group rules, such as sharing resources. However, staff are slow to support some children's physical development, such as confidence with toileting, in preparation for children's move to school.

### **Outcomes for children require improvement**

Due to inconsistencies in teaching and availability of support, not all children make the progress of which they are capable. Children who are working below typical levels for their age are not catching up quickly enough. They do not show good levels of development in speaking, confidence and some areas of physical development. More-able groups of children do not sustain their concentration or persevere at tasks. Despite this, all children behave well and enjoy leading their own play. Older children gain some understanding of letter sounds, although, due to inconsistencies in teaching, not all children learn the correct pronunciation of the sounds they hear.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 109957  |
| <b>Local authority</b>                           | Hampshire   |
| <b>Inspection number</b>                         | 10063162  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Sessional day care  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 26  |
| <b>Number of children on roll</b>                | 19  |
| <b>Name of registered person</b>                 | 345 PreSchool Committee   |
| <b>Registered person unique reference number</b> | RP906691  |
| <b>Date of previous inspection</b>               | 4 November 2015   |
| <b>Telephone number</b>                          | 07826 948 826   |

345 Preschool first registered in 1989 and is located in Alresford, Hampshire. It opens on Monday, Tuesday, Wednesday and Friday during term time only, from 8.30am to 3pm. The pre-school employs four members of staff, who hold relevant early years qualifications at level 3. It receives funding to provide free 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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