

Holy Family Pre-school

Marlowe Avenue, Park North, Swindon SN3 2PT



Inspection date	20 March 2019
Previous inspection date	21 January 2015

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		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 and staff are unaware of the details of children's individual care plans and the medication they need to administer, to meet children's specific needs. Children's safety and welfare are compromised.
- The committee has not ensured there is a named deputy in place as required, to take over in the manager's absence.
- Staff do not consistently challenge or support children well enough in their independent play, particularly outside. Not all children make the progress of which they are capable.
- Systems to monitor the delivery of all aspects of the educational programmes are not robust enough, so children, including those learning English as an additional language, do not make the progress they should from their starting points.
- Staff do not consistently encourage children to develop independence and learn to behave well.

It has the following strengths

- Children are happy and settled at the pre-school and form good relationships with the staff. They enjoy choosing from a variety of interesting activities and are eager to join in.
- Children play energetically outside each day, which supports their good health.
- The manager and staff work closely with other professionals to improve outcomes for children.

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 the manager and staff know when medication has been prescribed for a child and follow the care plans that are in place for its administration	24/04/2019
ensure there is a named deputy who is capable and qualified to take charge in the managers absence	24/04/2019
develop teaching skills to a consistently high standard to enable staff to extend children's learning fully, especially outside and during play that children initiate themselves.	24/05/2019

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

- improve assessments of children's development to gain an accurate picture of how each child is progressing in all areas of their development
- monitor how well groups of children, including those who speak English as an additional language, achieve in relation to their starting points, to identify gaps in learning and target teaching in order to close these gaps as quickly as possible
- ensure that staff have a consistent and positive approach to helping children to become independent and to behave well.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning both inside and outside. The inspector discussed with the manager their observations of teaching practice.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Recent changes to the staff team and lack of direction from the manager and committee have led to breaches of requirements, such as having no named deputy manager. The manager and staff have been unaware of the details of children's care plans and have not ensured children's medication is available if needed. Consequently, staff are unable to follow care plans, which puts children's health at risk. The manager and staff have a good understanding of child protection issues. They know the procedures to follow if they have concerns about a child's welfare, or if there are allegations made against staff. The manager has systems in place to manage staff performance, but these are not rigorous enough. She regularly observes teaching and has identified the weakness in supporting children's self-chosen and outdoor play, but does not have clear plans in place to improve this. The manager does not monitor children's individual progress carefully enough as she is unaware of gaps in some children's learning. The management team has only partially addressed recommendations from the last inspection.

Quality of teaching, learning and assessment requires improvement

Most children's development is in line with expectations for their age. Although the staff team is suitably qualified, the quality of teaching and support for children's learning are variable. Some staff do not track children's learning and development accurately. This prevents them from recognising where there are gaps in children's learning and identifying what children need to learn next to help them make the progress of which they are capable. Staff plan adult-led activities well overall and use these effectively to extend and support children's learning. For example, following training they now use targeted small-group activities well to support most children's speech and social development. However, staff sometimes miss opportunities to extend and challenge children, especially outside. This hinders the progress some children make, including those who speak English as an additional language. Staff encourage parents to support children's learning at home, for example they lend parents books to share with their children.

Personal development, behaviour and welfare are inadequate

The weakness in safeguarding compromises children's safety and well-being. The manager does not ensure children's learning is promoted when playing outdoors, despite this being raised at the last inspection. However, children join in enthusiastically and enjoy the freedom to play outside energetically for much of the day, which supports their good health. Overall children behave well, and staff support them sensitively as they learn to manage strong emotions. However, staff sometimes miss children acting unkindly, so all children do not learn as quickly as they could about how to behave appropriately. Staff do not consistently help children become independent. Some staff patiently show children how to put on their coat and wipe their nose, and encourage them to do this themselves, while other staff do it for them.

Outcomes for children require improvement

Children are not sufficiently challenged so not all children make as much progress as

they could. Some children have opportunities to think creatively and develop their own ideas. They develop some useful skills for starting school. For example, they stack crates to make a bus, and work out how to manoeuvre a large cone through a small gap. Most children make steady progress in developing early reading and writing skills. For example, some older children recognise their written names and use clipboards and pens to make lists as they play. They listen attentively to stories and count and compare objects.

Setting details

Unique reference number	507989
Local authority	Swindon
Inspection number	10071325
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	33
Name of registered person	Holy Family Pre-School Committee
Registered person unique reference number	RP907725
Date of previous inspection	21 January 2015
Telephone number	07732704560

Holy Family Pre-school opened in 1983 and registered with Ofsted in 2001. It is run by a committee of volunteers. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It is open from 8.45am until 2.45pm Monday to Thursday, and from 8.45am until 11.15am on Friday, during school term times. There are four members of staff working with the children, all of whom hold relevant early years qualifications at level 3 or above.

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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