

Abc Pre School

The Phoenix Centre, Pilgrims Way, Andover SP10 5HW



Inspection date	20 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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

This is a provision that requires improvement

- The management committee does not provide the manager with enough high-quality support to help develop her practice further. Although some members of the management team have some plans for continuous improvement, they have not accurately identified all areas where practice is weak.
- At times, leaders and managers do not deploy staff successfully to enable them to support children's play and learning more effectively. There are times when changes to routines and activities mean that children are not purposefully engaged in learning. This leads to a decline in some children's behaviour.
- Some children in receipt of additional funding do not attend the pre-school when they are expected to. Staff are not successful in supporting good attendance for younger children, which hinders the progress they make in their learning.

It has the following strengths

- Staff develop good relationships with children, who benefit from the kind and caring approach staff have to their care. Children develop secure bonds with staff, which supports their emotional well-being.
- Staff work well with other agencies involved in children's care. This ensures that swift intervention is sought when children need additional support. Staff work collaboratively with other professionals to ensure children are kept safe.

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
support all children's good progress by ensuring that parents understand the importance of good attendance and punctuality, and the impact this has on younger children's learning	21/06/2019
improve the deployment of staff to enable them to support children's play and learning effectively	14/06/2019
improve performance management procedures to provide regular and effective support for the manager.	14/06/2019

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

- improve the self-evaluation process to identify and address the most appropriate areas for improvement.

Inspection activities

- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager and assessed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of the setting's policies, looked at evidence of staff suitability, checked children's records and discussed the self-evaluation with the senior management team.
- The inspector spoke to parents on the day of the inspection and took account of their comments and written views.
- The inspector toured the parts of the premises that children use.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff complete regular training to keep their knowledge of local safeguarding policies and procedures up to date. They know how to identify and report concerns about children to maintain their physical welfare. The manager implements effective supervision for staff. However, the provider and committee do not provide effective coaching or supervision for the manager. At times, this hinders how the manager is supported in her role and does not help her to develop her own practice further. The manager and staff work together to identify areas where they can improve. For instance, since registration, changes to the garden help to support those children who prefer to learn outdoors. However, not all weaknesses in the pre-school have been identified or addressed to ensure that outcomes for children continually improve. For instance, younger children's attendance is not monitored effectively to ensure that families are encouraged to help children attend more regularly, where possible.

Quality of teaching, learning and assessment requires improvement

Staff are qualified and use the key-person system to help support children's development. They capture some opportunities to build on children's skills. However, at times, staff are not deployed effectively during some parts of the day. For instance, at lunchtime, as children finish eating, staff do not organise activities to support children's play and learning. As a result, some older children begin to argue as they become bored. Staff capture some opportunities to build on older children's mathematical skills. For instance, as they play with cars, staff encourage children to estimate how many cars will fit on the car transporter. They teach children to count and check their estimations. Children proudly say, 'I was right, there are three'. Staff make regular observations and assessments of children's learning. Together with the manager they monitor the progress children make and share this information with parents.

Personal development, behaviour and welfare require improvement

Staff establish secure relationships with children and their families. However, they do not use these relationships well enough to support all children's good attendance. Children settle into pre-school happily. Staff deal with instances of unwanted behaviour swiftly. They sensitively discuss expectations of children's behaviour and put plans in place to support this approach. Overall, this helps children develop the social skills they need for future learning, including starting school. Staff provide children with a variety of opportunities to develop their good physical skills. For instance, children enjoy learning to pedal tricycles in the garden, as staff supervise them closely to ensure that they are kept safe.

Outcomes for children require improvement

Not all children make the progress that they are capable of. This includes some younger children in receipt of additional funding. Older children gain good levels of independence. For instance, they learn how to put on dressing-up clothes and shoes and gain confidence in managing independent toileting. Some younger children gain secure physical skills. For instance, they enjoy scooping up buckets of sand and experiment with making sandcastles.

Setting details

Unique reference number	EY543751
Local authority	Hampshire
Inspection number	10090466
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	24
Number of children on roll	43
Name of registered person	Abc Pre-school Playgroup Committee
Registered person unique reference number	RP517999
Date of previous inspection	Not applicable
Telephone number	07874242303

Abc Pre School registered in 2017 and is located in Andover, Hampshire. The pre-school is open on Monday, Thursday and Friday from 9am to 3pm ,and on Wednesday from 9am to midday, during term time only. There are nine members of staff who work with children, seven of whom have appropriate early years qualifications at level 3 and above. 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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