

Bees Knees (Boldre) Pre-School



Boldre Memorial Hall, Pilley Street, Pilley, Lymington, Hampshire SO41 5QG

Inspection date	16 May 2019
Previous inspection date	5 July 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 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 does not safeguard children effectively. She does not have robust vetting and recruitment procedures. Therefore, she does not know if staff are suitable to work with children.
- The manager does not ensure that the current staff remain suitable to care for children. This does not help to keep children safe.
- The committee does not support the manager in leading the pre-school effectively. The manager has not been given a robust induction to ensure she is clear on her role. Therefore, she does not have a full understanding of her responsibilities.
- The manager does not provide practitioners with successful coaching and support to develop their practice and skills.
- Practitioners do not use the information from their assessments well to help plan for children's next stage in development. They do not organise all activities well enough to sustain children's attention. This results in children becoming disruptive. Children's behaviour is not consistently managed.

It has the following strengths

- Parents speak highly of the support they receive when their children start at the setting. They also feel the staff team is approachable.
- Practitioners model language well to support children's communication and language skills. For example, during a water activity a practitioner has open dialog while children fill and empty containers.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff are suitable to work with children and appropriate checks are in place, to confirm suitability	10/06/2019
implement robust procedures to ensure the ongoing suitability of staff with particular regard to their health and any convictions, cautions, court orders, reprimands and warnings received, that may affect their suitability to work with children	10/06/2019
implement regular and effective supervision sessions for all staff that provide support, coaching and training to improve the quality of teaching and learning for children	10/06/2019
ensure all managers receive appropriate inductions and are provided with the necessary ongoing support to ensure they have the skills to develop the effectiveness of their role and responsibilities	10/06/2019
ensure children's behaviour is constantly managed and strengthen staff's understanding of how the quality of activities affects children's behaviour.	10/06/2019

To meet the requirements of the early years foundation stage and Childcare

Register the provider must:

	Due date
plan purposeful and challenging activities that are based on accurate assessments of children's individual learning and development.	10/06/2019

Inspection activities

- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector completed a joint observation with the manager to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff's suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

Inspector
Hayley Doncom

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager does not complete and record thorough checks on staff to make sure they are suitable to work with children. There is also no system in place to ensure that staff remain suitable to care for children. This breaches legal requirements and is contrary to the pre-school's safeguarding policy. This compromises children's safety. The committee does not lead the pre-school effectively, which has an impact on the safety and welfare of children. The manager does not ensure that previous recommendations raised have been successfully addressed. The manager does not have systems in place for supervision of staff's practice. For instance, she does not actively support weaknesses in their practice and provide relevant training to help them make improvements. The manager has not received an induction and the ongoing training she needs to manage the pre-school effectively.

Quality of teaching, learning and assessment requires improvement

Practitioners do not plan effectively for individual children to ensure that they are suitably challenged and engaged in purposeful play. They do not make accurate assessments on children's learning. Therefore, they do not monitor children's progress effectively. However, practitioners know their children well and successfully follow children's emerging interests as they play. For example, they encourage children to count how many children are in the play tent at the same time. The practitioners use mathematical language, for example saying 'if one more child comes in how many children would that be?'.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management have an impact on children's safety and welfare. Parents complete a child profile assessment when their child starts at the pre-school. However, these are not used well enough to precisely plan for children's needs. Therefore, this hinders children's emotional well-being when settling in. Practitioners do not fully engage all children into activities. This leads to children disrespecting the resources and each other. Practitioners do not have a consistent approach to supporting behaviour. This prevents children from having a positive learning environment. Practitioners encourage children to have a healthy balanced diet. For example, children are encouraged to eat their sandwiches before their puddings.

Outcomes for children require improvement

Overall, children make progress that is typical for their age. However, not all children gain all the skills they need to be fully ready for their move to school. Children are confident in the setting and show enjoyment when coming in. Children successfully develop their hand-to-eye coordination. For example, they play tennis and successfully hit the ball over the net to a friend. Children work together during an adult-focused activity. For example, they make dough and take joy in measuring out all the ingredients with help from a practitioner.

Setting details

Unique reference number	110064
Local authority	Hampshire
Inspection number	10063285
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of registered person	Bees Knees Boldre Playgroup Committee
Registered person unique reference number	RP910881
Date of previous inspection	5 July 2016
Telephone number	07565929555

Bees Knees (Boldre) Pre-School is a community group managed by a voluntary committee of parents. It registered in 1992 and operates from the Boldre Memorial Hall, in Pilley near Lymington. Funding is accepted for the provision of free early education for children age two, three and four years. The pre school operates Monday to Friday, term time only from 8.45am to 1.15pm on Monday to Wednesday. It stays open until 2.45pm on Thursday and Friday. The pre-school employs five members of staff to work with the children, all of whom have appropriate qualifications. The manager is a qualified teacher.

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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