

Grovely Pre-school

Wishford First School, West Street, Great Wishford, SALISBURY, Wiltshire
SP2 0PQ



Inspection date	9 July 2019
Previous inspection date	22 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		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, who is the designated safeguarding lead, has insufficient knowledge of safeguarding procedures. She does not have a good enough understanding of her role to ensure she takes appropriate steps to keep children safe.
- Recruitment and vetting procedures for staff are not consistently followed. The manager and committee do not ensure they go through the full process to check staff's suitability to work with children.
- Staff do not assess children's progress effectively. Therefore, staff do not consistently plan activities that build on what children know and can do, to help them achieve well in their learning.
- There are inconsistencies in the quality of teaching. There are too many occasions when staff do not challenge children and extend their learning. Teaching does not help children make the progress they are capable of.

It has the following strengths

- Children settle well at the pre-school. Staff provide a warm welcome and allow children to choose what they would like to play with, helping them develop their independence.
- Children enjoy regular opportunities to play outside in the spacious and well-resourced play area. They develop their physical skills as they climb and balance on the large equipment.

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 staff have a secure knowledge of safeguarding procedures and that any concerns regarding children's welfare are followed up in line with Local Safeguarding Children Board guidance	23/07/2019
ensure rigorous recruitment and vetting procedures are followed to assess the suitability of anyone who has unsupervised access to children	23/07/2019
improve systems to identify and assess where children are in their learning, and use this information to plan and provide activities that build on what children know and can do	01/10/2019
improve the quality of teaching so children benefit from consistently good learning experiences throughout the day and make good progress.	01/10/2019

Inspection activities

- The inspector observed the range of activities provided for children in the pre-school.
- The inspector spoke with the nominated person, staff, children and parents at appropriate times throughout the inspection.
- The inspector observed interactions between staff and children throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation, including policies and procedures and evidence of staff suitability.

Inspector
Dinah Round

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The manager and staff do not have a secure understanding of safeguarding matters despite attending training. They are not clear of procedures to follow if there are concerns about children's welfare. The manager and committee have a recruitment and vetting policy, but they do not follow their procedures consistently to check individuals working with children are suitable. Managers use some systems to help them monitor and develop the provision. For example, a sensory garden is being developed for children and newsletters have been re-introduced to share information with parents. However, the monitoring of staff practice does not enable the manager to identify weaknesses to help improve the quality of teaching and outcomes for children's learning. Staff undertake some training, such as paediatric first aid, which supports children's welfare. The daily exchange of information means that parents receive regular updates about activities children have enjoyed. Checks are completed to ensure the premises are safe and secure.

Quality of teaching, learning and assessment requires improvement

Although staff complete some observations and assessments on children, they do not make effective use of this information to help them plan activities to support children to make good progress. Children clearly enjoy their time at the pre-school. They have access to a suitable range of activities and resources indoors and outside. For example, children have great fun looking for bugs outside as they use magnifying glasses, and proudly show others the bugs collected in their bug boxes. Staff get involved to promote discussion appropriately. However, staff regularly miss opportunities to challenge children and help them learn more. During a planned activity for older children, staff took over the activity and did not allow children time to talk or think. Children have regular opportunities to explore a wide range of craft resources. For example, they use their imagination to create pictures of insects.

Personal development, behaviour and welfare are inadequate

Children develop positive relationships with staff, who are kind and caring. Children confidently go to staff and ask for help when needed. Staff provide consistent messages to help children learn how to manage their behaviour. For example, children take turns and wait patiently to use the jug to pour their drinks at mealtimes. Children learn the importance of keeping themselves healthy. However, children's safety and welfare are compromised by weak safeguarding practice.

Outcomes for children require improvement

Children are not always occupied and interested in the activities and, at times, older children become bored. Overall, children gain some skills they need for their next stage in their learning. For example, they learn to manage tasks for themselves and develop positive social skills and friendships. Staff have strong links with the school and the older children have weekly visits during the last term to help their transition on to school.

Setting details

Unique reference number	145987
Local authority	Wiltshire
Inspection number	10066863
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	15
Number of children on roll	14
Name of registered person	Grovely Pre-school Committee
Registered person unique reference number	RP520524
Date of previous inspection	22 June 2016
Telephone number	01722 792892

Grovely Pre-school registered in 1986 and is managed by a voluntary committee. It operates from a self-contained unit within the grounds of Great Wishford Primary School, in Great Wishford, Wiltshire. The pre-school is open on Monday, Tuesday, Wednesday and Thursday from 8.30am to 3pm and on Friday from 8.30am to 12.30pm, during term time only. It receives funding for early years education for children aged two, three and four years. There are three members of staff employed to work in the pre-school, two of whom have appropriate early years qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

