

345 Preschool

24 Jacklyns Lane, Alresford, Hants SO24 9JJ



Inspection date	15 July 2019
Previous inspection date	30 January 2019

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Inadequate	4 4
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

- Recent changes in leadership, including to the nominated individual of the committee and the manager, have led to a setback in addressing the actions set at the last inspection. New leaders are unprepared for their roles and further breaches of requirements are identified at this inspection that have a negative impact on children's safety.
- The registered committee, which is the provider, does not ensure the suitability of temporary staff. In addition, it has not provided an effective induction for the new manager to ensure she has the necessary knowledge and skills to fulfil her role.
- Staff do not know about the need to complete the early years foundation stage profile assessment for children moving into key stage 1.
- Staff do not use information from their observations to successfully plan activities that support children's individual needs and abilities. Teaching does not extend children's thinking or motivate and challenge them as they play so they make good progress in their learning.

It has the following strengths

- Children are settled and keen to attend. Staff get to know children and their families well. Parents share positive views about the activities their children enjoy.

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 members of the management committee have a clear understanding of their roles and responsibilities to meet the requirements of the early years foundation stage	23/09/2019
implement a robust recruitment procedure that ensures all staff are suitably vetted and maintain records which include relevant information about their identity checks	23/09/2019
ensure that all staff, including the manager, receive a suitable induction to help them understand their roles and responsibilities from the outset	23/09/2019
ensure that an early years foundation stage profile assessment is completed for older children at the end of the summer term, as required	23/09/2019
improve teaching to provide stimulating, purposeful activities and experiences that are tailored to older children's interests and individual stage of development, to help them to make good progress in their learning.	23/09/2019

Inspection activities

- The inspector observed children's play indoors and outdoors.
- The inspector looked at a sample of documentation, including staff suitability checks, the record of children's attendance and staff qualifications.
- The inspector spoke with the staff, children and parents. She held a meeting with the manager and spoke to the nominated person for the committee on the phone.
- The inspector watched a group activity and discussed this with the manager.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The committee has a weak knowledge of recruitment procedures and fails to assure the suitability of new staff, such as through robust checking of gaps in employment history and gaining references. This poses a risk to children, particularly as new staff are left with children unsupervised, including in the toilet area. In addition, due to changes in leadership, the committee has failed to apply for additional funding for some children who are eligible. Committee members are not clear about their roles and responsibilities, including the monitoring of the provision. However, the staff have worked with the local authority since the last inspection and some improvements have been made to safeguarding policy and procedures. Staff have a suitable understanding of the action they must take if they have a concern about a child's welfare. They show a basic understanding of working in partnership with other professionals to support children and their families. The new deputy is suitably trained in her role as the designated lead for safeguarding. However, the new manager has not attended training in this aspect and there are weaknesses in her understanding, including what she would do if an allegation was made against a member of staff. Despite this, the manager uses her teaching qualifications and experience well to guide staff on how to best support children's learning, through effective staff supervision. This has led to some positive improvements in how staff use their assessments of what children can do and where there are differences in learning, although it is too soon to see the impact of this. However, the manager has not benefited from the same level of support as staff, as the committee members were unaware of their responsibility to provide her with an induction and supervision opportunities to further support her personal effectiveness.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Activities and experiences provided for children are not stimulating or challenging enough to enable them to reach their full potential in all areas of their learning. Nevertheless, children enjoy their time playing with each other, making up their own imaginary games and developing their social skills. Teaching, on occasion, supports children to build on what they know. For example, during a group activity, staff successfully help children to recognise rhyming words. Staff suitably help children to count and to recognise numbers in their play. Improvements to assessments of children's learning since the last inspection ensure that accurate information is shared with parents so that they can support learning further at home. However, this information is not used well by staff to support purposeful learning that is focused on meeting children's individual learning needs.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety and welfare are not assured. For example, on the day of the inspection, an unchecked member of staff took a group of children into a side room and led an activity unsupervised. Leaders were unaware that her suitability had not been assured by the committee. Despite this, other aspects of the provision that have an impact on children's welfare and good health are sound. Staff support children's behaviour well, for example through sensitive interactions

to help children understand about sharing toys. Children have a clear understanding of behaviour expectations. Staff support children's physical skills appropriately and provide opportunities, such as activities in a nearby forest, that promote children's balance and coordination well. However, due to weaknesses in teaching, children are not consistently motivated to learn and, therefore, they struggle to become fully immersed in learning.

Outcomes for children require improvement

Gaps in children's attainment and progress are not closing quickly enough. Nevertheless, children steadily develop the basic skills they need to be ready for school. They foster friendships with each other, collaborate in imaginative play and paint pictures for their friends. Older children practise the sounds that letters represent and identify rhyming words well. However, overall children, including those who need additional support and the most able children, are not making the progress they are capable of. They lack motivation and confidence to try new things and do not sustain their concentration at new tasks.

Setting details

Unique reference number	109957
Local authority	Hampshire
Inspection number	10113711
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	25
Name of registered person	345 PreSchool Committee
Registered person unique reference number	RP906691
Date of previous inspection	30 January 2019
Telephone number	07826 948 826

345 Preschool first registered in 1989 and is located in Alresford, Hampshire. It opens on Monday, Tuesday, Wednesday and Friday from 8.30am to 3pm, during term time only. The pre-school employs four members of staff, who hold relevant early years qualifications at level 3. The manager is qualified to level 6 and holds qualified teacher status. The pre-school 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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