

Inspection of St Pauls Pre-School

St. Pauls Church, St. Pauls Hill, Winchester, Hampshire SO22 5AB

Inspection date: 16 September 2019

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The management team is not clear about all elements of the legal requirements. This significantly compromises children's welfare and safety. Children enjoy the opportunities to be physically active. They practise balancing and develop an awareness of how to manage risks in their play. For example, they work as a team to move logs across the garden. They show an awareness of the safety of their peers and successfully negotiate space around them. Children enjoy a variety of activities that naturally develop their smaller-muscle movements. For example, they manipulate dough and enjoy a variety of creative activities. Children explore their senses. They learn how to remove herbs from their stems and enthusiastically make 'potions'. Children learn about the differences and similarities between themselves and others. For example, they enjoy regular visits to the on-site church and explore different cultural festivals. Children recall favourite stories. They use a range of natural resources to build houses and discuss how some are made in the same way but are also different. Children are kind to each other. They listen to their peers and develop early friendships.

What does the early years setting do well and what does it need to do better?

- The management team fails to follow the required vetting procedures of all persons, such as regular volunteers who work directly with the children. This means that the suitability of staff volunteers has not been verified. The management team does not ensure it provides ongoing support and a robust induction for all staff, such as volunteers, so that they are clear about their roles and responsibilities, in particular in relation to safeguarding. This means they cannot assure children's safety.
- This is a new and growing staff team. Overall, staff are confident in their teaching skills and some staff are completing higher-level qualifications. However the management team does not monitor staff performance precisely enough to identify where further support is needed, to ensure all staff deliver teaching at the highest levels.
- Staff value each child. They work effectively with other professionals and use government funding well to meet children's learning needs. Children make good progress from when they first start.
- Staff promote children's early reading skills well. For example, children eagerly hunt for bugs in their environment. They demonstrate a high level of curiosity and look in books to investigate the insects that they find.
- Assessment information is used well. Staff have a good understanding of what children already know and can do. They gain this information through home visits, discussions with parents and initial observations. Staff continue to monitor children's progress accurately and act promptly on any gaps in achievement.
- Staff provide children with many opportunities to explore and investigate their

environment. However, on occasion staff interrupt children and do not give them time to explore for themselves and test out their own ideas.

- Staff are calm and consistent in their approach to managing children's behaviours. They sensitively encourage children to manage their own disputes and help children to build relationships.
- Staff support children to follow appropriate hygiene routines. For example, children learn to manage their personal care routines and enjoy drinks and snacks.
- Although the management team has not met all legal requirements, it is reflective and has made some positive changes that have improved outcomes for children. For example, it has worked closely with parents to ensure continuity in children's learning. Parents are delighted with the service they receive. They comment on the good communication with staff, such as at drop-off and pick-up times. Parents feel involved and comment that staff guide them on how to support children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

The management team does not follow robust recruitment, vetting and induction procedures. It does not obtain suitability checks, including references and Disclosure and Barring Service checks for regular voluntary staff that work directly with children. Not all staff, such as staff volunteers, have a secure understanding of the possible signs that a child is at risk of harm. They are not aware of the correct procedures to follow if they have concerns about a child's welfare or the conduct about another member of staff. This significantly compromises children's safety. Although staff volunteers do not have unsupervised access to children, they work directly alongside children on a regular basis. That said, staff ensure that children are cared for in secure premises. They complete regular risk assessments, which they review and evaluate to ensure that they can quickly identify risks and hazards.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement robust procedures to ensure all adults who work directly with children are suitable to do so	07/10/2019

ensure all volunteers receive effective induction and training to help them understand their roles and responsibilities, with a particular focus on making sure they have relevant understanding and knowledge of the safeguarding policies and procedures.	07/10/2019
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To further improve the quality of the early years provision, the provider should:

- strengthen arrangements for the monitoring and coaching of staff to focus more closely on raising the quality of teaching to the highest levels, with particular reference to ensuring children are given time to problem solve and to follow their own ideas
- improve the systems for monitoring the provision, in particular to develop a full understanding of all legal requirements.

Setting details

Unique reference number	109968
Local authority	Hampshire
Inspection number	10108401
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 to 4
Total number of places	28
Number of children on roll	41
Name of registered person	St Pauls Pre-School Committee
Registered person unique reference number	RP911123
Telephone number	07879 645600
Date of previous inspection	30 June 2015

Information about this early years setting

St Paul's Pre-school registered in 2001. It operates in a church hall in central Winchester. The pre-school opens Monday to Friday during term time only, from 9.15am until 2.15pm. The pre-school committee employs seven staff. The manager holds early years professional status. Five other staff hold relevant qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector, provider and the manager.

We carried out this inspection 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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