

# Inspection of Freshfields Pre-School

Sandwich Road, Whitfield, Dover, Kent CT16 3LY

---

Inspection date:

2 October 2019

---

## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is compromised because the provider is unable to demonstrate that suitability checks, such as references, have been completed for all staff. However, the provider has completed Disclosure and Barring Service checks for all staff.

Children enjoy accessing the wide range of resources available to them at the pre-school. However, at times staff do not identify when children's learning can be extended further through their chosen play activities.

Parents and children are warmly welcomed into the pre-school by the staff team. Parents readily exchange information about their children. Most children settle quickly and happily engage in play with their friends. For those children who take a little longer to settle, staff give reassurance and offer children their comforters from home.

Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language are making some progress. However, not all staff are skilled in engaging all children in activities. As a result, children are not always purposefully engaged in their play and learning. This means that some children may not be making as much progress as they could, especially in their language development.

Most children behave well and understand the rules of the setting. However, behaviour management is not consistent across the pre-school. At times, staff have to leave teaching activities to deal with children's unwanted behaviour.

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

- The provider does not have the required documentation to prove that all the checks to ensure new staff are suitable to work with children have been completed. This is a breach in the requirements of the early years foundation stage.
- Not all teaching has a positive impact on children's outcomes. Some staff do not use their interactions with children effectively to extend their learning. For example, when older children are successfully able to count 10 objects, staff do not challenge them to count further. This means that children do not have regular opportunities to solve problems and develop their resilience.
- Children are learning how to take risks as they carefully balance over obstacles in the outside play area. Staff are close by to reassure some children who are not as confident. They offer praise and encouragement which support children's self-esteem.

- Staff have a good knowledge of the children. They know what they are interested in and what they need to learn next. Staff provide some interesting activities which encourage children to explore and use their imaginations. For example, children use their senses to explore real fruit and vegetables in the role-play shop. Some staff use this opportunity well to encourage children's early writing as they find paper and pencils for children to write shopping lists.
- Staff provide small focus groups for children who are developing their speech and language. This enables children to work in smaller groups and receive targeted support to encourage conversations. However, this support for children is not routinely followed throughout the day. Not all staff are skilled in engaging children in play. This means some children spend their time wandering between activities with little adult interaction. This has an impact on some children's behaviour, confidence and language development.
- Some older children are developing an awareness of their own behaviour and are caring towards others. For example, they help to get tissues for their friends when they need them. Some children can resolve their conflicts independently. However, those who are still learning how to do this do not always receive clear messages from staff about what is expected of them. For example, when staff tell children they cannot do something, they do not explain why. This does not enable children to learn how to behave, especially those children with SEND.
- Parents have positive views on the setting and report that they are happy with the care their children receive. They feel informed about their children's progress and what they are learning. Staff promote children's independence and self-care through daily routines. For example, children enjoy snack time, helping themselves to food and drink.
- The provider has made appropriate use of additional funding they have received for children. They recognised that staff needed to develop their skills in supporting children with SEND. The impact of this is not yet evident.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has not maintained the required documentation to demonstrate that safe recruitment procedures have been adhered to. The provider and staff team have a good understanding of child protection and how to identify when a child may be at risk of harm. They know the local procedures to follow to report any concerns they have. Staff receive regular supervision to check on their well-being and to identify further training opportunities. They discuss safeguarding at staff meetings and access relevant training. The staff team completes regular checks to ensure the indoor and outdoor play spaces are safe for children.

## 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:**

	<b>Due date</b>
implement effective recruitment and vetting procedures that include keeping the required records relating to staff suitability checks, for example application forms and references	02/12/2019
improve teaching to provide children with more challenge and opportunities to problem-solve in their play to develop their resilience	02/12/2019
ensure that all staff are skilled in engaging all children in activities, in particular children who speak English as an additional language	02/12/2019
improve the arrangements for managing children's unwanted behaviour so that children are given clear explanations and know what is expected of them.	02/12/2019

## Setting details

<b>Unique reference number</b>	127198
<b>Local authority</b>	Kent
<b>Inspection number</b>	10126277
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Jarvie, Gillian Anne
<b>Registered person unique reference number</b>	RP512985
<b>Telephone number</b>	01304 829902
<b>Date of previous inspection</b>	12 December 2016

## Information about this early years setting

Freshfields Pre-School registered in 1999. It operates from the village hall in Whitfield, near Dover, Kent. The pre-school is open Monday to Friday from 9am to 3pm. The provider receives funding to provide free early education for children aged two, three and four years. There are six staff, five of whom hold recognised early years qualifications at level 3 and above.

## Information about this inspection

### Inspectors

Teresa Newman  
Jayne Godden

## Inspection activities

- The inspectors observed care routines and teaching and the impact of these on children's learning and development.
- A joint observation was completed with the provider to assess how well they monitor the quality of teaching.
- Both inspectors sampled relevant documentation.
- The provider and an inspector completed a learning walk of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspectors spoke to parents, staff and children at appropriate times to gain an understanding of their views on the pre-school.
- A meeting was held with the provider to discuss how they manage and monitor the pre-school.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019