

Inspection of Wallisdown Pre-School

Saint Saviour's Mission Church, Scott Road, Poole, Dorset BH12 5AT

Inspection date:

18 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The curriculum covers the seven areas of learning, to provide children with a balance of experiences that also follow their interests. At times, children engage well as they explore and learn to take safe risks. The focus of the curriculum is on children's personal, social and emotional development, for children to develop positive relationships and respect themselves and others. However, in practice, this is not successful. Frequently, many children are disruptive and unkind to others. They do not receive consistent or effective support from staff to help them learn to manage their behaviour and understand their feelings. During these times, children do not engage in beneficial learning.

Children have good opportunities to be independent, helping them to gain some skills in preparation for moving on to school. They learn to use the toilet and handwashing facilities unaided. When they have their snack, children receive good support from staff to pour their drinks, and to put on boots and outdoor clothing when they go to play outside.

Staff are caring and sensitive towards the children, and know their individual needs well. However, they do not always put this to best use, to engage children in activities that will help them to achieve their next steps. Frequently, the quieter and less challenging children do not receive any input or support from staff, but lead their own learning for a lot of the time.

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

- Staff do not manage children's challenging behaviour effectively to ensure children learn what is expected of them and why. Children receive inconsistent messages. At times, staff ignore the disruptive behaviour, meaning children carry on running around, throwing toys, and pushing and lashing out at others. On most occasions, staff do tell children that what they are doing must stop, but they do not always manage it in a way that results in children adapting their behaviour and engaging in worthwhile learning.
- Staff do not teach children successfully about the setting's golden rules. Children do not receive the support they need to help them express themselves or manage their behaviour positively, and understand and manage their feelings and emotions. Staff do not do enough to help children to learn to take care of their play environment and the resources.
- With good support from staff, children become confident and seek activities that spark interest and encourage them to follow their own ideas. For example, children explore and investigate the qualities of dried rice and learn to pour it into different-sized containers.
- Children enjoy books with staff. Staff use this one-to-one time well to develop

and increase children's vocabulary, encouraging them to talk about what they see and understand.

- Children develop increasing control of their larger movements. They use the large soft blocks and shapes to make an obstacle course. As they gain confidence in their abilities, they move the blocks to provide more challenge, so they learn to jump and balance with control. Staff do not always support the children well to learn to take turns though.
- At times, when staff are not busy managing children's challenging behaviour, they engage well with the children, helping them to achieve, for example, when building with blocks or making tall towers with connecting shapes. During these times, children concentrate well and enjoy their learning. However, staff input is not consistently applied throughout the session. At times, children do not get the attention and extension they need to help them progress, especially the quieter ones.
- The manager supports staff well to attend training, which has resulted in staff accurately assessing the children and identifying any specific needs. This is helping them to recognise when they need to liaise with other agencies to get children the additional support they need.
- There are good partnerships with parents. Staff involve parents well to support their children's learning at home, for example, to read books and encourage children's speech and language. Parents feel well informed of their children's progress.
- Staff do not use routines and familiar activities as well as they could, to promote children's positive behaviour, and enable children to benefit from the learning they need. During some of the routines, children do not engage, listen or take part, such as at lunchtime, circle time and tidy-up time, when they wander off and some become disruptive.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about the signs and symptoms of abuse and what to do when concerned. They know the children well and are alert to any changes that might concern them. They report any concerns promptly, to ensure children and families receive the input they need. Staff ensure children can play in a secure environment and that no one can enter the hall without their knowledge. They monitor the environment and constantly sweep and clear up toys from the floor. The manager follows safer recruitment procedures to ensure the suitability of the staff she employs.

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
improve staff skills in managing children's challenging behaviour more effectively, so that children understand and follow expectations to be kind, respectful and caring of others, themselves and the environment.	20/12/2019

To further improve the quality of the early years provision, the provider should:

- help children to recognise and manage their feelings and emotions to express themselves in a positive way
- make better use of what staff know about the children's individual needs, to help children participate in and benefit from targeted activities and support, to achieve their next steps
- make better use of routines and familiar activities so that they meet the children's needs, and ensure they help children to learn to behave during these times, and to engage, listen and take part.

Setting details

Unique reference number	EY547877
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10109066
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	13
Name of registered person	First Friends Wallisdown Pre-School Partnership
Registered person unique reference number	RP547876
Telephone number	07826040775
Date of previous inspection	Not applicable

Information about this early years setting

Wallisdown Pre-School registered in 2017. It is also known as First Friends Pre-school. The pre-school is privately owned and operates from Saint Saviour's Mission Church Hall in Poole, Dorset. It operates each weekday during term time only from 9am to 1.30pm, with a breakfast club from 8.30am. The pre-school is funded to provide free early education for two- and three-year-old children. There is a team of three staff working with the co-owners/manager. Of these, three have an early years qualification at level 3 and one at level 2.

Information about this inspection

Inspector

Janet Armstrong

Inspection activities

- The inspector observed the quality of staff teaching and children's levels of learning throughout the session.
- The inspector spoke with parents, staff, children and the manager as part of the inspection.
- The manager and the inspector undertook a joint observation, to assess the effectiveness of teaching and leadership skills.
- The inspector looked at a sample of documents and records.

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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