

Inspection of Heybridge Pre-School Ltd

Heybridge Primary School, Rowan Drive, Heybridge, MALDON, Essex CM9 4TU

Inspection date: 12 December 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

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 by significant weaknesses in leadership and management. The manager has not made certain that all staff have sufficient knowledge and understanding of how to keep children safe. The current system to monitor staff's practice is ineffective. The manager does not support staff to ensure they all have the skills and knowledge required to perform their roles effectively. As a result, the quality of education is not consistently good.

Children behave well. They show good levels of engagement in their self-chosen play. Children approach the activities with interest and curiosity. Staff provide a wide range of resources and experiences. However, some staff do not consistently engage with children to ensure they are suitably challenged in their learning. This lack of challenge means that children do not make good progress, in order to reach their full potential.

Staff do not make good use of assessment information to establish each child's level of development precisely. As a result, they are unable to plan suitable learning experiences accurately to support what children need to learn next effectively.

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

- The manager does not ensure that staff's professional development is promoted. Staff supervision sessions are not used effectively to identify underperformance in order to improve teaching skills and raise the standard of staff's practice. Consequently, teaching is not consistently good. Some members of staff do not have appropriate knowledge or recognise their individual responsibility to keep children safe.
- The manager has failed to ensure that children's ongoing individual assessments are accurate. Staff do not assess children's development effectively to help identify what they need to learn next. As a result, teaching does not help to support all children consistently to make good progress in their learning and development.
- While staff obtain information from parents when children first start at the pre-school, the manager has failed to ensure this information is used effectively to plan learning opportunities that build on what each child already knows and can do. Consequently, staff are not able to plan appropriately challenging activities precisely to meet children's individual needs.
- Staff's interactions with children are variable. While staff provide a wide range of resources and activities, not all staff use effective interactions to develop and extend children's learning fully as they play. For example, as children investigate the texture of shaving foam, staff watch from a distance and do not engage with

them. They do not take any opportunities to promote children's learning.

- Staff do not all demonstrate sufficient knowledge and skills to support children's learning and development effectively. For example, during circle time, children excitedly join in with songs and actions. They listen intently and show interest in the story being read to them. However, some children are not given the choice to join in and are moved away from the group. As a result, children's opportunities to develop new skills and make progress in their learning and development are minimised by some members of staff.
- Children are not consistently supported to develop the new skills to be ready for the next stage in their learning, including school. For example, as children make Christmas cards, some staff write children's names for them. They do not take the opportunity to encourage early writing skills, despite some children demonstrating the ability to hold a pencil effectively.
- Children interact well together and share the resources. They are developing a sense of right and wrong. They listen to staff's instructions and respond appropriately. Children remain curious and engaged in the activities that are provided, in spite of the inconsistent interactions from some members of staff.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure that all staff have sufficient knowledge and understanding of safeguarding issues. This puts children's ongoing safety and welfare at risk. The management team has a sound knowledge of safeguarding. The members of the team recognise the possible signs and symptoms of abuse and know the relevant agencies to contact for guidance or to report a concern. They work effectively with other professionals and local services to provide support for families and help to promote children's well-being.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff have a thorough knowledge and understanding of all safeguarding matters	16/01/2020
ensure that staff supervision arrangements are effective in monitoring personal effectiveness, identifying ongoing training needs and tackling underperformance to improve the quality of learning experiences for children	16/01/2020

<p>ensure that initial and ongoing observations and assessments of children's development are precise so that staff have an accurate understanding of children's skills and abilities, and use this to plan challenging learning opportunities to help them make good progress.</p>	<p>16/01/2020</p>
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Setting details

Unique reference number	EY401963
Local authority	Essex
Inspection number	10062998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	60
Name of registered person	Heybridge Pre-School Limited
Registered person unique reference number	RP529363
Telephone number	01621 853989
Date of previous inspection	16 October 2015

Information about this early years setting

Heybridge Pre-School registered in 2009 and is run by a limited company. The pre-school employs nine members of childcare staff. Of these, six staff hold an appropriate early years qualification at level 3 and three staff hold qualifications at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm. Children can attend from 8.45am to 2.45pm, if they are staying for lunch. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Marisa White

Inspection activities

- The inspector discussed and reviewed evidence of staff's suitability and training.
- The inspector observed all areas of the pre-school environment and discussed how the manager organises the curriculum.
- The inspector held discussions with the staff, manager and parents as appropriate throughout the inspection.
- The inspector observed a joint staff observation with the manager and they evaluated it together.
- The inspector engaged with children during the inspection.

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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