

Inspection of Glebe Pre-School

Community Centre, Glebe Avenue, Braintree, Essex CM7 5RB

Inspection date: 22 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 provider does not hold all the required information for children, in line with statutory requirements. For example, some children's dates of birth are not known. The provider does not have clear systems to monitor children's attendance. She does not consider how children's absences may have implications for their safety. The provider shows very little understanding of how to protect children from extreme views in line with the 'Prevent' duty guidance. Furthermore, other staff members have no knowledge of this guidance to protect children's welfare. Children demonstrate they feel happy at the pre-school and play together generally well.

The quality of education children receive is poor. The provider does not have effective systems to monitor staff's practice. Supervision meetings are not routinely held. For example, the provider shows records of discussions she held with staff four years ago. The provider does not observe or support staff to ensure they all have the skills and knowledge required to fulfil their roles effectively. There is very little interaction between staff and children to support and extend children's learning. The provider and staff are not able to talk about how the curriculum is planned to meet children's needs. They do not make good use of assessment information to establish each child's level of development. As a result, staff are unable to plan suitable learning experiences to support what children need to learn next.

Some children's dates of birth are recorded incorrectly. This means staff do not always know the ages of children they work with and so their expectations for these children are not accurate. At times, younger children disengage from activities as staff expect them to have the skills to sit and listen. During these times, children's behaviour deteriorates. Children play imaginatively with the resources provided for them. However, their play is often mundane and their learning is not challenged. Consequently, children are not adequately prepared for their next stage of learning and for moving on to school.

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

- The provider does not reflect on her practice or identify ways to develop continuously. Consequently, since the last inspection there has been a rapid decline in quality. Breaches to the welfare requirements have a significant impact on children's safety and welfare. For example, for some children the provider holds no required information. This puts children at risk and means that, in an emergency situation, the provider is unable to give correct information on children's ages and individual specific needs, if they require

medical assistance.

- Children's assessment information is poor and incorrect. The provider and children's key persons do not know how old some children are. It is therefore not possible to accurately identify if children are meeting expected milestones. The provider feels that all children are learning well. However, there is very little evidence to justify her decisions.
- The provider and staff do not consider children's learning needs and interests in planned activities. Staff do not interact with children effectively, and children's learning is not well supported. For example, staff do not adapt their teaching to ensure the older and most-able children are challenged sufficiently.
- The provider does not provide staff with regular supervision to discuss any concerns or support them to improve their practice. This has a negative impact on their teaching and ongoing professional development. Staff report not to have undertaken any training for a significant period of time.
- Children demonstrate effective skills when using tools. For example, they correctly use scissors to cut dough. Older children use pencils to draw pictures. They show they understand the difference between pictures and text as they make small marks to represent writing.
- Children are learning how to develop healthy lifestyles. They have sufficient time to engage in active play, both inside and outdoors. They enjoy riding bicycles around the hall and negotiate space well. Children know they need to wash their hands before they eat.
- Some parents state that they do not know if their children are developing as well as they should be because staff have never informed them of their children's development. However, other parents speak positively about the pre-school and staff. They feel that their children are happy to attend and enjoy the activities.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not take all reasonable steps to ensure children are kept safe and well. She does not understand how children's unexpected absence could potentially be a safeguarding concern. The provider has failed to gain an understanding of the 'Prevent' duty guidance. She has not reflected on this in line with her policies and procedures. Furthermore, other staff have no knowledge of this guidance. Consequently, they are unable to explain how they might recognise signs of extremist behaviour. The provider and staff understand how to recognise some of the basic signs of abuse. They know how to respond if they feel any child is at risk of being abused.

What does the setting need to do to improve?

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

	Due date
improve the arrangements for safeguarding children in order to ensure children are safe and well, with particular regard to implementing clear procedures to monitor unexpected periods of absence	22/02/2020
make sure that correct information is recorded and kept for each child, including full name, date of birth, and the name and address of parents/carers	22/02/2020
improve knowledge of the 'Prevent' duty guidance and implement into policies and practice	22/02/2020
ensure that staff supervision arrangements are effective in monitoring the effectiveness of teaching, identifying ongoing training needs and tackling underperformance	22/02/2020
ensure that 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	22/02/2020
improve the quality of teaching and staff's interactions so all children are consistently engaged in purposeful learning experiences	22/02/2020
improve the two-way flow of information with parents to ensure they know how their children are learning and developing.	22/02/2020

Setting details

Unique reference number	203689
Local authority	Essex
Inspection number	10072493
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	26
Number of children on roll	11
Name of registered person	Robinson, Enid Magdalene
Registered person unique reference number	RP513308
Telephone number	07811975161
Date of previous inspection	4 February 2016

Information about this early years setting

Glebe Pre-School registered in 1975. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9.30am until 2.30pm on Monday, Wednesday and Friday, and from 9.30am until 12.30pm on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector had a tour of the pre-school with the provider. They talked about how the setting is organised and discussed the play and learning opportunities provided for children.
- The inspector observed the quality of education during activities indoors.
- The inspector spoke with staff, volunteers and children during the inspection. She held a meeting with the provider.
- A sample of records, including safeguarding policies and procedures and staff's suitability records, were seen by the inspector.
- The inspector spoke to a number of parents and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020