

Inspection of Freshfields Pre-School

Sandwich Road, Whitfield, Dover, Kent CT16 3LY

Inspection date:

25 February 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The manager and staff implement the intent of the curriculum poorly. This does not help children to build the skills they need for their future success, including those with special educational needs and/or disabilities (SEND). The manager and staff link with other professionals to support children with SEND. However, they do not use their advice successfully to help children communicate, for example using sign language and gaining eye contact, to build on what children know and can do.

Children wander around and lack focus in activities. Staff do not challenge their development further by providing opportunities to problem-solve. Children do not benefit from deep and meaningful learning experiences to help them progress to their next stage in development. For example, they explore how vehicles move down a tunnel in the garden area. However, staff do not engage children in rich conversations to help extend their knowledge further. They understand what children enjoy, particularly those with SEND and disadvantaged children, but do not organise appropriate resources to help children sustain their attention and interest.

Children form positive relationships with their friends and enjoy using their imagination, for instance dressing up as superheroes. Older children are confident to talk to adults, which means they feel secure in their surroundings. Staff encourage children to share and take turns, which helps them to understand behaviour expectations.

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

- The manager has not made sufficient progress since the previous inspection, particularly in the quality of education. She does not use the support from other agencies well to evaluate the quality of the provision and address all areas of weakness. The manager's staff monitoring processes are ineffective. She does not identify areas for development, for example through observations, to enable staff to develop their teaching practice. Capacity to improve is weak.
- The manager and staff do not help children learn about each other's similarities and differences. This does not enable children to develop their understanding of the world around them, and to learn to respect and value different people. The manager fails to understand why this is important for children to prepare them for their future learning.
- Not all staff provide children with challenge and opportunities to think critically for themselves, which was an action raised at the previous inspection. Children do not benefit from an educational programme that supports their individual needs and abilities. The manager and staff do not implement the intent of the curriculum well to help children build their language skills. This includes those

with SEND and disadvantaged children. For instance, staff do not consistently use aids to help children communicate. Children do not keep their attention and motivation in their learning.

- The manager and staff do not help children learn about the importance of eating a healthy, balanced diet, alongside parents. The manager uses additional funding appropriately, for example by employing an extra member of staff to help with lunch and snack time routines. However, she does not make sure that staff involved in preparing and handling food have relevant food hygiene training. This does not support children's physical health.
- Staff manage children's specific medical needs sensitively and calmly. They have attended relevant training to make sure that they know how to administer any appropriate first-aid treatment, when necessary.
- The manager does not make sure that parents and staff are aware of the pre-school's complaints procedure, as required. This does not help to ensure that any concerns about the provision are thoroughly investigated and the complainant is aware of the outcome.
- Staff are caring towards children. They provide children with positive praise and encouragement to help build their self-esteem and self-awareness. Children have opportunities to be physically active, such as running and playing on a slide outside. Staff count and encourage children to recognise numbers, which aids their early mathematical development.
- Parents know their children's key person and comment that they share regular information with them to help provide a consistent approach.
- The manager and staff organise small-group activities for children's growing abilities. However, the curriculum is inadequately arranged and structured. This leads to a disorderly and chaotic environment that does not meet children's learning needs.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not know how to identify and respond to complaints about the provision, to enable concerns to be fully explored and managed. Vetting and recruitment systems are secure. For instance, the manager makes sure that she completes the relevant checks and application processes for new staff. She ensures documents are ready for inspection. Staff know the signs that would cause them concern about a child's welfare and the processes to follow. They understand how to keep children safe from adults whose suitability has not been cleared, such as visitors.

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
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implement an effective complaints procedure, and in particular make sure that parents and staff are fully aware of the processes to follow	17/03/2020
improve staff monitoring systems to help them develop their teaching practice and provide better outcomes for children	17/03/2020
take action to improve the quality of education, in particular ensuring staff implement the intent of the curriculum effectively to help children prepare for their future success, including those with SEND and disadvantaged children	17/03/2020
ensure all staff responsible for organising and handling food have appropriate food hygiene training	17/03/2020
implement effective processes to help children learn about the benefit of healthy lifestyles, alongside parents	17/03/2020
make sure children have opportunities to learn about each other and diversity.	17/03/2020

Setting details

Unique reference number	127198
Local authority	Kent
Inspection number	10127811
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Jarvie, Gillian Anne
Registered person unique reference number	RP512985
Telephone number	01304 829902
Date of previous inspection	2 October 2019

Information about this early years setting

Freshfields Pre-School registered in 1999 and operates from the village hall in Whitfield, 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 seven staff, five of whom hold recognised early years qualifications at level 3 and above.

Information about this inspection

Inspector

Sarah Stephens

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning and development.
- A learning walk was undertaken by the manager and the inspector.
- A joint observation was conducted by the manager and the inspector.
- A meeting was held between the inspector and the manager.
- The inspector held discussions with the manager and staff at appropriate times throughout 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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