

Inspection of Wesley Preschool Benfleet

Rear Entrance of Methodist Church, Hall Farm Road, Benfleet, Essex SS7 5WS

Inspection date: 25 May 2021

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 are not supervised appropriately or kept safe. For example, they are able to climb halfway up the fence in the garden before staff notice. Children do not learn appropriate ways to behave in social situations, such as mealtimes. They hit each other and argue over the few toys that are available. During snack time, due to the lack of communication and boundaries from staff, children crawl underneath the table and sit on top of it.

Children do not enjoy their time at the setting. The very few planned activities that are provided are extremely mundane. Staff do not build on what children already know or engage them in meaningful play. The environment is not stimulating or engaging. Staff do not provide enough resources for the number of children. The resources that are provided are either missing parts or there are not enough to go around. For example, there is a plastic toy kitchen without any accessories, chalk boards without chalk and just two dolls without dolls' clothes. Children appear thoroughly bored and unhappy and they cry often.

Children receive little interaction from staff and wander aimlessly around the setting. They are often only spoken to when they display unwanted behaviour or if they are being told to do something, for example wash their hands. This has a significant negative impact on children's emotional well-being and self-esteem. Occasionally, they receive some interaction from staff. For example, children smile when a staff member engages them in pretend play with some glove puppets.

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

- This inspection took place following an incident where a child left the premises unsupervised. They ended up in the middle of a busy main road. The provider has taken steps to secure the premises. However, the supervision of children is still very poor. Staff are often not aware of what children are doing. This leads to children getting hurt or placing themselves at risk of harm.
- The provider has failed to ensure that the managers have the appropriate knowledge and skills for their roles. While the managers can identify some weaknesses in practice, they do not have a good enough understanding to be able to raise this with staff and improve practice. The managers are aware of some of the failings, but they have not taken any action to address them or raise them with the provider. Managers do not take responsibility and make poor excuses for not providing good-quality learning. For example, the focus is on the time it will take to clear the resources up rather than providing stimulating activities for children. As a result, children receive poor-quality care and education.
- Staff's management of children's behaviour is poor. They do not set clear

boundaries or teach children appropriate ways to act around others. Children do not learn good manners. They do not learn to share or take turns. This does not prepare them for the next stage in their learning, including school. Staff communicate negatively when managing behaviour. They rarely praise good behaviour or support children to manage their emotions in a positive way.

- Staff do not promote children's language skills. They rarely get down to their level or engage them in purposeful conversation. As a result, children's communication skills are poor. They are easily frustrated as they struggle to express their wants and needs in an appropriate way.
- The environment staff provide does not engage or motivate children to participate. Staff do not know enough about how children learn, which means that they do not provide a good level of teaching. They do not use what they know about the children to provide challenging and enjoyable activities based on the areas of learning. Children are often disengaged and bored. As a result, they make poor progress in their development.
- The quality of activities planned is inadequate. For example, children are asked to find plastic ducks in the garden. The ducks are out of their reach and staff give them to the children and tell them the number on the duck if they do not already know it. This is then the end of the activity. For the rest of the time, children wander around aimlessly holding their duck with little to no interaction from staff.
- Feedback from parents is variable. Some parents express their concern about poor supervision and safety. Other parents are very happy with the setting and have no concerns.
- Staff work in partnership with other professionals to secure support and funding for children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that children are kept safe. Children are placed at risk of harm as they are not supervised appropriately. However, staff can identify the possible signs and symptoms of abuse and understand the action to take if they are concerned about a child. Staff also know the procedure to follow if they have concerns about another staff member or if they feel their concerns are not being listened to by the managers.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure that children are adequately supervised and deploy staff so that all children's needs are met	29/06/2021
make sure staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improve	29/06/2021
put appropriate arrangements in place for the supervision of staff that fosters a culture of mutual support, teamwork and continuous improvement	29/06/2021
ensure that children's behaviour is managed in an appropriate way	29/06/2021
organise the premises and equipment in a way that meets all children's needs	29/06/2021
take all reasonable steps to ensure children are not exposed to risks and demonstrate how these risks are being managed.	29/06/2021

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

	Due date
consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for them in all areas of learning and development	29/06/2021
ensure that each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity	29/06/2021
respond to each child's emerging needs and interests, guiding their development through warm, positive interactions	29/06/2021

reflect on the different ways that children learn and ensure that these are incorporated into the planning and guiding of activities	29/06/2021
ensure that each child's key person tailors learning and care to children's individual needs	29/06/2021
shape the learning experiences of each child based on accurate assessments of their levels of achievement, interests and learning styles, and incorporate these into day-to-day interactions.	29/06/2021

Setting details

Unique reference number	203614
Local authority	Essex
Inspection number	10196600
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	33
Name of registered person	Wesley Preschool Benfleet Committee
Registered person unique reference number	RP904714
Telephone number	07592 841 634
Date of previous inspection	11 November 2016

Information about this early years setting

Wesley Preschool Benfleet registered in 1997. The pre-school employs eight members of childcare staff, seven of whom hold appropriate early years qualifications at level 2 or above. It opens Monday to Friday during term time only. Sessions are from 8.30am to 1pm Monday and Tuesday, and 8.30am to 3pm Wednesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the pre-school managers completed a learning walk together. The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times 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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