

# Inspection of All Aboard Pre-School

Hooe Primary School, 40 Hooe Road, Plymouth PL9 9RG

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Inspection date: 16 June 2021

**Overall effectiveness** **Inadequate**

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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**

Staff do not provide a curriculum that builds on what children already know and what they need to learn next. They do not ensure adult-led activities are stimulating or provide appropriate challenge for children and, subsequently, the children lose focus and their behaviour deteriorates. Staff do not manage children's behaviour effectively to help them understand boundaries. Children repeat the behaviours they have been asked to stop, such as throwing and kicking toys, and climbing on tables.

The new manager and staff have reviewed health and hygiene practices at the pre-school with regard to COVID-19 (coronavirus). They have considered how they can keep the setting clean by reducing the number of toys that children can choose from. Nonetheless, there is a good range of resources for children to explore. Children enter the setting happily and confidently, and quickly find friends to play with. However, this positive start to the day does not continue due to weaknesses in the curriculum and the lack of challenge provided for some children.

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

- The new manager does not get the support and coaching she needs to help her understand her role and responsibilities. The provider and manager do not monitor how well staff meet children's learning and development needs. Consequently, children do not develop the skills needed for school, such as listening to adults, following instructions and using their concentration skills.
- Staff give mixed messages to the children about their behaviour, which does not help children to understand the rules. For example, some staff allow children to climb on tables, while others do not. Staff do not have the confidence and knowledge to be able to manage children's behaviour successfully. They do not capture children's attention effectively when they become over-excited and, as a result, the children do not listen to what staff say to them. Children throw and kick toys repeatedly, which upsets and hurts others and creates an unsafe space for the children.
- Staff do not consider children's next steps in learning well or plan challenging activities that build on what children can already do. The activities provided limit children's ability to make choices for themselves, be creative and develop the skills to use tools such as scissors. Staff do not plan the curriculum effectively to develop children's communication and language. For example, when staff lead activities aimed at supporting early reading skills, they focus on helping children to take turns rather than supporting children's speaking and literacy skills.
- Staff feel the manager is approachable and that she cares about their well-being. However, the manager does not provide effective coaching to support their professional development. She does not work with staff to identify how to

improve their knowledge, understanding, and practice. As a result, the curriculum is not ambitious enough to meet the children's needs. For instance, some staff read too quickly to children and do not initiate any discussion with them about the story. This does not help to extend their learning or support the development of their language and communication skills.

- The manager and staff regularly share information about children's experiences and progress with parents. However, staff do not work in partnership with other settings that children attend to enable consistency in children's care and learning. This was raised as a recommendation at the previous inspection in 2017 but has still not been addressed.
- Staff are friendly and have sound relationships with their key children. Children are very confident. They approach visitors to ask for help to open their food packages and invite them to join in with their games. Children manage their care needs independently, such as taking themselves to the toilet.
- The manager has begun to make some positive changes to the setting. For example, she has introduced a daily story time to help the children relax after their outdoor play, before they eat. This helps to create a calmer lunchtime.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff risk assess the premises effectively to provide a secure play area for the children. However, the provider and manager do not ensure that staff have the knowledge, confidence, and skills to engage children and manage their behaviour successfully. Staff do not intervene effectively when children throw and kick toys, and climb on tables. The manager and staff have a secure knowledge of child protection and wider safeguarding matters. They understand how to recognise these concerns and report them to the appropriate authorities.

## 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:**

	<b>Due date</b>
improve support for the new manager to ensure she has a thorough knowledge and understanding of her role and responsibilities, including the need to monitor how well staff meet the children's needs	07/07/2021

provide a challenging curriculum that targets each child's next steps in learning, to help them make good progress	07/07/2021
improve the monitoring of staff's practice and provide support and coaching for their professional development, to raise the quality of teaching to a good standard	07/07/2021
develop staff's confidence and knowledge to manage children's behaviour effectively	07/07/2021
improve links with other settings that children attend to ensure consistency in their care and learning.	07/07/2021

## Setting details

<b>Unique reference number</b>	EY464386
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10197924
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Ahoy Childcare Limited
<b>Registered person unique reference number</b>	RP532729
<b>Telephone number</b>	01752 408420
<b>Date of previous inspection</b>	25 January 2017

## Information about this early years setting

All Aboard Pre-School registered in 2013. It operates in the grounds of Hooe Primary School, Plymouth, in Devon. The pre-school is open from 8am to 4pm, Monday to Friday, during term times. It receives funding to provide free early education for children aged two, three and four years. There are nine staff members, all of whom hold appropriate early years qualifications to at least level 2. The manager holds a relevant level 4 qualification.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. 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 viewed the pre-school premises and considered staffing arrangements.
- The new manager and the inspector carried out a learning walk together to discuss what the manager and staff want the children to learn.
- Children spoke to the inspector about their experiences at the pre-school and their parents also provided feedback.
- The inspector carried out joint observations with the manager to consider the quality of teaching and learning.
- A meeting was held between the inspector and the manager to discuss the running of the pre-school.

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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