

Inspection of More Grace Pre School and After School Club

Crown Centre, Crest Avenue, BASILDON, Essex SS13 2EF

Inspection date: 15 December 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

GoodGood

What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses in leadership and management put children at serious risk of harm. Some of the failings, observed during this visit, have been previously identified to the provider. Staff do not risk assess the areas used by children effectively. For example, the ground and table surfaces in the outside area are dirty and covered in berries from a large tree. When questioned, staff do not know what these berries are or what the potential harm to children could be. In addition, the sloped access to the outside area is extremely slippery due to rotting leaves and berries that have not been cleared. Bin liners filled with rubbish are stored where children play, and staff are unaware of the contents and potential hazards these present. Children's health, safety and ongoing well-being, as they play and learn in this environment, is not given the priority it deserves.

Children's individual needs are not being met. For example, nappy changing time is scheduled during the day, and as a result, children's nappies are changed at specific times. This means their basic care needs are not met. Children, including those who speak English as an additional language, are not effectively supported. This is because staff do not consider how to meet their individual needs in the play and learning opportunities they provide. Planning is not sufficiently adapted to take account of children's experiences or abilities this results in activities that fail to provide challenge or support individual ongoing learning and development.

Children's initial care and learning needs, as they join the pre-school, are not consistently discussed with all parents to ensure that they feel welcome and included. This is because the key-person system has not been effectively organised to take account of staff changes. The provider has failed to ensure that all children have an assigned key person to help them begin their new journey in the pre-school. In addition, some of the more established key members of staff, do not know all their key children well. For example, they are unable to talk confidently about their key children's next steps for learning. Consequently, children's learning is not promoted effectively.

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

- The manager is not able to give a clear overview of how she plans a purposeful curriculum to meet children's learning needs. She explains that activities are provided to cover different areas of learning. Staff place more emphasis on activities, rather than what they want children to learn. They do not plan sufficiently challenging activities that support individual needs and build on what children know and can do. For example, older children pick up large plastic numbers that have been placed on a table as an activity. They look at them briefly but quickly lose interest and move away.

- Children, whose home language is not English, are not well supported. For example, despite parents providing staff with key words, in their home language, staff do not recognise the importance of using these to communicate with children effectively and help support their understanding. Staff do not consider how to provide additional support to ensure all children understand how to participate in activities. For example, staff give children verbal instructions in English for making icing sugar. However, they do not consider if all the children have understood. As a result, children's individual learning needs are not being sufficiently considered or met.
- The key-person system is weak. Due to recent staff changes, the provider has not ensured that all children have the opportunity to form bonds with a key person who can take time to understand their specific needs and provide support for their emotional well-being. Staff deployment is poor. Children's activities are interrupted when one of the two members of staff need to prepare and organise snack or change children's nappies.
- Current supervision arrangements, for staff's professional development, are not robust. The provider does not ensure that staff receive regular feedback to identify and address any weaknesses in their practice. In addition, she has not ensured they have ongoing opportunities to attend appropriate training to help them extend their teaching ideas.
- Despite the unhygienic condition of the outside area, children are particularly excited to play outdoors. They enthusiastically push themselves along on the ride-on toys and pedal tricycles. This gives them the opportunity for some fresh air and helps them develop their physical skills.
- Children move around the room independently. They find toys they enjoy playing with from the selection on offer. Most children are confident to interact with staff and other children. They enjoy joining in with familiar songs. On the day of inspection, children were proud to show the inspector their Christmas outfits.
- Parents say that their children look forward to going to pre-school and they are happy with the care their children receive. However, some parents have not been informed of their child's key person. This means effective relationships are not in place with all parents to help ensure that every child's care and learning is tailored to their developing needs.
- Due to the COVID-19 pandemic, the setting does not allow parents into the pre-school. This is to minimise the risk of cross-infection. Staff share information with parents about what their children have been doing at the setting through discussions at the pre-school door and via an online communication system.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to take appropriate action to help keep children safe. Despite completing risk assessments, staff do not recognise safety issues, such as very slippery surfaces or the potential hazards posed by the unidentified berries on a tree in the outside play area. As a result, they are not assured that children are

protected from the risk of harm. Staff's safeguarding knowledge and understanding in other areas is secure. For example, they know the signs they must be alert to that may indicate a child is at risk of abuse. Staff understand how to report such concerns about children or adults in the pre-school. They also have a sound knowledge about wider safeguarding issues, such as 'Prevent' duty. Staff undertake regular safeguarding training to help keep their knowledge refreshed.

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
make certain that children remain healthy, safe and secure, and ensure that every child's care is tailored to meet their individual needs, this is with particular regard to nappy changing	19/01/2022
ensure that all children are healthy, safe and secure, and that their individual needs are met, within a welcoming, safe and stimulating environment, enabling them to enjoy learning and grow in confidence; this is with particular regard to those children who speak English as an additional language	19/01/2022
ensure that staff undertake appropriate training and professional development opportunities, enabling them to continually raise the quality of the experiences for the children in their care	19/01/2022
put in place appropriate arrangements for the supervision of staff who have contact with children and families	19/01/2022
put in place an effective key person system to ensure that staff work in partnership with parents, exchange information about children's care and learning needs and provide continuous support	19/01/2022

ensure that each child is allocated a key person to make certain that care and teaching is accurately tailored to meet their individual needs and to help them become familiar with the setting	19/01/2022
make certain that staffing arrangements ensure children's safety and deploy staff to ensure that children are adequately supervised, and their needs are met at all times	19/01/2022
take steps to ensure that the premises, inside and outside are fit for purpose and comply with requirements of health and safety legislation	19/01/2022
implement an effective system that shows how all reasonable steps are taken to ensure staff and children in their care are not exposed to risks.	19/01/2022

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
make sure staff consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development	19/01/2022

Setting details

Unique reference number	EY393719
Local authority	Essex
Inspection number	10217293
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	11
Name of registered person	Triple Jo Ltd
Registered person unique reference number	RP909906
Telephone number	01268 559 788
Date of previous inspection	29 October 201829 October 2018

Information about this early years setting

More Grace Pre School and After School Club registered in 2014 and is privately run. The pre-school is open on Monday, Tuesday and Wednesday from 8.45am to 2.45pm. The pre-school employs two members of staff and they hold appropriate qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together to discuss the manager's intentions for children's learning.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of a group activity and discussed this with the manager.
- The inspector spoke to several parents during the inspection 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.

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