

Inspection of St Albans Pre-School

St Albans Church Hall, Gander Green Lane, Sutton SM1 2HD

Inspection date: 15 March 2022

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 do not flourish at this setting. This is because the provider does not have sufficient oversight of the quality of education and care provided for children. The provider has not supported the new manager effectively to offer a curriculum and environment that supports children to succeed. This is most notable for children with special educational needs and/or disabilities (SEND) and those learning English as an additional language. Staff lack understanding of how to support these children to be included and meet their needs. They do not prioritise children's communication and language development. As a result, some children are not settled, are disengaged from learning and are isolated. They do not learn to concentrate, socialise effectively and respect themselves and others or their resources.

Staff model poor communication with each other and children. For example, they shout across the room to get their attention. This further raises noise levels in the room and does not support children's conversational and social skills. Staff use basic language with children and do not routinely offer a variety of words through conversations and stories. Books are not cared for or valued. There are no quiet spaces for children who need them or who want to look at books. Some books do not have any pages. This limits the knowledge children gain and hinders their development of a love of books. There is a risk at this setting that children who are already disadvantaged could get left behind their peers.

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

- The new manager is supporting staff in understanding how to plan what they want children to learn. However, the curriculum for children is not clear or sequenced to support children's development to the next stage in learning. Staff do not plan activities for children that are based on gaps in their development. For example, staff provided an activity aimed to teach children about their senses. They asked children to draw around a child on the floor who had not learned to be still for long enough and follow instructions yet. Some children doing the drawing had not learned to hold pens correctly yet, to be able to draw such a complex shape. By the time focus turned to senses, most children had become bored, were displaying unwanted behaviour or had left the activity altogether. This does not support children to develop the skills required to concentrate and promote a positive attitude to learning.
- Staff are not effective in teaching children how to regulate their emotions and behave appropriately. They talk to children at 'circle time' about the rules of the setting. However, children run around the main hall, climb under tables, ride their scooters over carpeted reading areas and throw toys. Staff rarely communicate with children about why this behaviour is inappropriate, and which

often leads to accidents. Furthermore, teaching does not support children's learning of how to keep themselves and others safe.

- Children practise their physical skills. For example, they serve themselves at snack time and use scooters and climbing apparatus. However, children are not taught how to use equipment safely to enable them to look after themselves and others.
- Staff do not always listen to children when they express their views. For example, staff stop children engrossed in sand play to change their nappy because it fits in with the routine. When children show a reluctance to stop what they are doing by saying 'No', there is no discussion about why, whether their nappy needs changing or any attempt to get agreement from the child. This does not support children's language and communication development or respect their growing independence.
- Staff do not work in partnership with parents to understand children's home experiences in order to be fully able to meet their needs. For example, staff do not know if families are working with other agencies, or how parents manage their children's behaviour. The manager has worked with parents to provide children with fruit for snack to help teach children about healthy eating. However, this has not yet extended to children's packed lunches. Additionally, staff do not use conversations with children about what children had for breakfast to support this learning further. This does not provide consistency in children's learning between home and the setting. Neither does it support their understanding of a healthy lifestyle.
- The provider does not monitor effectively how well early years pupil premium is used to support children. For example, funding is used to increase hours for the staff who work with children with SEND and online courses. However, this has limited impact, as the quality of teaching for all children, particularly those with SEND, is poor. As a result, children do not make as much progress as they could, despite additional funding.
- There are a number of breaches of the early years foundation stage safeguarding and welfare and learning and development requirements. This is because the provider does not monitor the quality of education and care provided at the setting effectively. As a result, the provision is not safe, inclusive or unique to each child. The provider has not supported the new manager to be successful in their role. For example, by providing regular supervision and effective induction relevant to their level of experience. Neither has the provider given staff the support and training to be able to meet children's individual needs. This is particularly detrimental to those with SEND and children with gaps in their communication and language development.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that processes in place to keep children safe are robust. For example, through safe and fair recruitment of staff. The provider does not make sure that investigations into allegations of harm against staff are

thorough and that risk assessments are effective. Neither does the provider ensure that staff supporting children with specific behavioural needs receive appropriate training to handle them safely. The provider has not kept records about individual children for a reasonable period, once they have left the setting, as required. This is particularly important for children where there are safeguarding concerns. However, staff have improved their knowledge and understanding of child protection and report any concerns about children promptly. All staff are trained in first aid, and they respond to and record children's accidents appropriately. However, the provider does not monitor the accidents that happen at the setting regularly to identify patterns and take action to reduce any risk of harm to children. This leads to repetition of accidents. Staff do not support children's learning, particularly their physical play, well. As a result, children do not develop an understanding of how to keep themselves and others safe.

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
ensure there is effective provider oversight of the education and care provided at the setting, so that it is safe, inclusive and unique to each child	29/03/2022
make sure that internal investigations into allegations of harm against staff are robust, so that those responsible for safeguarding draw appropriate conclusions and can put risk assessments in place that help keep both staff and children safe	29/03/2022
implement effective recruitment arrangements to ensure that people looking after children are suitable to fulfil the requirements of their roles	29/03/2022
make sure all staff, particularly those with responsibility for children with SEND or who speak English as an additional language, have the knowledge, support and skills to carry out their roles effectively	29/03/2022

work in partnership with parents to understand children's home experiences so that their care and education can be tailored to meet their individual needs and so learning is consistent between the setting and home, particularly in relation to children's home languages, managing behaviour and healthy eating	29/03/2022
ensure staff are able to manage children's behaviour in an appropriate way, providing education and care that gives consistency for children and supports their learning of how to behave, keep themselves and others safe and treat one another with respect	29/03/2022
make sure that processes for assessing risks to children are effective in keeping them safe, including those relating to the premises, staff and how children use resources	29/03/2022
improve arrangements for supporting children with SEND and those with gaps in their learning so they are included fully in the curriculum and make as much developmental progress as possible	29/03/2022
ensure records relating to individual children, particularly where there are safeguarding concerns, are kept for a reasonable period once they have left the setting.	29/03/2022

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

	Due date
put in place a curriculum for children that is sequenced and increases their knowledge, understanding and skills across all areas of learning and prepares them for the next stage in their development	26/04/2022

implement systems to monitor the effectiveness of early years pupil premium on children in receipt of funding.

26/04/2022

Setting details

Unique reference number	EY499633
Local authority	Sutton
Inspection number	10221040
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	46
Number of children on roll	50
Name of registered person	Tinylittletinkers Limited
Registered person unique reference number	RP901071
Telephone number	07803700799
Date of previous inspection	7 June 2018

Information about this early years setting

St Albans Pre-School registered in 2016 and is situated in the London Borough of Sutton. The pre-school opens each weekday from 9am to 2.45pm, including morning and afternoon sessions, during term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are 11 members of staff, eight of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Sam Sleeman-Boss

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 that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her about what they want children to learn at the pre-school.
- The manager carried out a joint observation with the inspector. They looked at how well staff teach children what they want them to learn.
- The manager and staff held discussions with the inspector throughout the inspection.
- Children and parents talked to the inspector about their experiences of the pre-school.
- The inspector looked at documents relating to the suitability of those working with children, such as their qualifications and first-aid certificates.

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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