

# Inspection of Harebreaks Preschool

North Watford Methodist Church, The Harebreaks, WATFORD WD24 6NF

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Inspection date: 21 June 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is inadequate

There are significant weaknesses in the leadership and management of the pre-school. At times, these have a negative impact children's welfare. This is particularly evident in the management team's approach to behaviour management. Children are repeatedly told off and staff make little effort to develop children's understanding of why certain behaviours are inappropriate. Staff do not support children to learn about the effect their behaviour has on others. They use physical intervention to resolve disputes and manage disruptive behaviour. On occasion, staff move children away by their arms or hands to diffuse situations. Furthermore, when children do cooperate with one another well in activities, it is not recognised by staff. This does not support children's well-being.

Children miss out on learning opportunities because staff are not deployed effectively. Specific resources are not freely accessible for children to explore. For example, various art and craft materials are kept out of children's reach. The manager explains that some messy activities are not available because certain children do not use them appropriately. This means they cannot make choices in their play and this has an impact on all children's learning and development.

Despite this, children are eager to explore a variety of resources indoors, and in the secure garden area. The management team and staff plan activities that children enjoy. However, they do not consider children's individual learning needs when planning the environment. Children are not challenged and staff do not build on what children already know.

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

- Although children enjoy a variety of healthy fruits, snack time is not managed effectively. Children eat snack in small groups and the manager explains this is because children misbehave when they all eat together. Staff do not support children to develop an understanding of appropriate behaviour during mealtimes. Furthermore, some children who do not usually eat snack are excluded entirely. This does not support their understanding of healthy eating or prepare them for the routines of school.
- Some staff know their key children well. They are aware of their interests, strengths, and next steps. However, staff do not consistently make use of this knowledge to further support children's development during activities. For example, children correctly identify all the letters of the alphabet on a puzzle. Key staff make no attempt to build on this observation or extend children's learning.
- A high proportion of children who attend the pre-school speak English as an additional language. Staff have limited and inconsistent knowledge of children's

home language. They do not engage effectively with parents to gather information, such as key words. This does not support children's speech and language development.

- Children enjoy taking part in group activities. They are keen to discover the objects hidden in a plastic container. They sing the activity song, which they recall from previous occasions. However, staff are not consistent in their expectations of children's behaviour. They do not remind all children to sit down when they wander off, and only some children are allowed to touch the objects. This gives mixed messages and does not support children's understanding of appropriate behaviour.
- Children with additional needs are not routinely included in activities. For example, in group sessions, they are left to explore other activities. Some children are frequently left to play without adult interaction for long periods of time. Staff only intervene when children's play is disrupted by other's inappropriate behaviour and they become distressed.
- The manager conducts formal appraisals on all staff. She uses the information gathered to identify additional training opportunities. However, she does not persevere in pursuing all training options, such as using online opportunities when face-to-face training is not possible. Current methods for coaching and mentoring staff are insufficient. The manager does not support staff in identifying areas for development to help raise the quality of their practice.
- Staff support children's physical development. They practise their small-muscle skills cutting fruit up for their snack. Children develop their large-muscle skills, riding bicycles and rolling hoops in the enclosed outdoor area.
- Parents say they are happy with the pre-school. They tell the inspector that their children enjoy attending. Parents like the newsletters they receive each week and the photos they get of their children completing activities.
- Children help themselves to water during periods of outdoor play and at snack time. However, they do not have access to fresh drinking water at any other point during the session. Any drinks brought from home are kept in their bags and out of reach. This does not support children's good health.

## Safeguarding

The arrangements for safeguarding are not effective.

Inappropriate behaviour management strategies mean children's safety is compromised. The management team and staff frequently use disproportionate levels of physical intervention, when children display unwanted behaviour, to move them to another part of the room. Furthermore, they do not recognise this as a safeguarding concern. The management team and staff complete essential first-aid and safeguarding training within the specified time scales. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure. Systems are in place to ensure the suitability of staff who have regular contact with children.

## What does the setting need to do to improve?

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

	<b>Due date</b>
ensure staff manage children's behaviour appropriately	19/07/2022
keep a record of any occasion where physical intervention is used, and ensure parents and/or carers are informed on the same day	19/07/2022
ensure fresh drinking water is available and accessible to children at all times	19/07/2022
ensure appropriate arrangements are in place for staff supervision, and provide coaching and support to improve their practice and personal effectiveness	19/07/2022
support staff to use their knowledge of children gained from observations and assessments when interacting with children during activities	19/07/2022
gather accurate information about children's home language to support their communication skills, and where necessary provide opportunities for children to use their home language in play and learning	19/07/2022
ensure all children, particularly those with additional needs, are fully included in all activities and routines.	19/07/2022
improve the quality of teaching and provide a range of interesting and stimulating activities that meets individual children's learning needs and focus on what they need to learn next to secure their good progress.	19/07/2022

## Setting details

<b>Unique reference number</b>	EY227780
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10234652
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Wright, Karen Dawn
<b>Registered person unique reference number</b>	RP902953
<b>Telephone number</b>	07779207278
<b>Date of previous inspection</b>	23 September 2016

## Information about this early years setting

Harebreaks Preschool registered in 1973. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from 9am to 12.30pm, Monday to Friday, during term time only. The pre-school provides funded education for three- and four-year-old children.

## Information about this inspection

### Inspector

Antonia Campbell

## 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 inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the pre-school and tracked the progress of several children.

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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