

Inspection of Horns Drove Community Pre-School and R.A.S.C.A.L.S

St. Johns C of E Primary School, Bakers Drove, Rownhams, Southampton,
Hampshire SO16 8AD

Inspection date: 4 July 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's individual needs are not met. Breaches of the safeguarding and welfare requirements have a significant impact on children's safety, learning and development. Some children show poor self-control and a lack of respect for others, leading to children not feeling safe and secure. Despite this, most children behave well and form close friendships.

The high expectations that staff have for children are not achieved because the poor organisation and implementation of the curriculum does not consistently support and build on what children know and can do.

Children actively and independently explore the resources. During the inspection, they enjoyed using play dinosaurs to make footprints in modelling dough. However, there are times when some children do not engage in activities and are not supported to focus their attention. They wander around the outdoor play area for considerable lengths of time and are not challenged to learn more. Despite this, some children confidently create their own challenges. During the inspection, children enjoyed identifying and attempting to write numbers after rolling a large foam dice. They enthusiastically completed simple addition when they decided to add the numbers together.

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

- There are frequent behavioural incidents which take staff away from supporting all children's learning and development. Staff are well deployed and supervise children well at all times. However, the coaching and support that staff receive do not always help them to manage children's challenging behaviour in an appropriate way, to keep all children and staff safe.
- Staff do not provide children with an ambitious curriculum. The learning environment is disorderly and chaotic. Staff are not supporting all children well enough to engage in the opportunities on offer, and some children become distressed by the noise levels. Despite this, children concentrate well during occasional adult-initiated activities.
- The manager does not accurately evaluate the quality of children's learning and development. She is not doing enough to tackle the poor curriculum to ensure there is continuous improvement to the quality of children's care and learning. Children are not well prepared for future learning, particularly those who are in receipt of additional funding.
- Since the last inspection, the manager and staff have improved how they monitor children's progress and share information about their next steps. However, staff do not consistently implement the next steps for learning because their attention is focused on managing children's behaviour.

- The manager does not coach and support staff to adapt the implementation of the curriculum so that children learn in a calm, well-organised environment. Children spend a large proportion of their time playing with self-chosen activities, where their interest is not sustained and they are not challenged in their learning and development.
- Staff work with parents and other agencies who visit the nursery to support children with special educational needs and/or disabilities (SEND). However, the manager and special educational needs coordinator do not make sure that the advice they receive from other agencies helps staff to consistently meet the needs of children with SEND.
- The manager uses funding to employ additional staff to provide one-to-one care for children, to help manage children's challenging behaviour. Despite this additional support, there are occasions when other children are injured. During the inspection, when staff were managing children's behaviour, they were hit several times.
- Staff support children to develop independence. For example, to become toilet trained, learn to dress themselves and to organise their own lunch box. Staff form secure attachments with children and treat them with kindness and respect.
- Staff communicate with children in a positive and encouraging way. Since the last inspection, staff have used knowledge gained from additional training to develop children's confidence to talk. They have introduced new initiatives, such as language boxes, to extend children's vocabulary.

Safeguarding

The arrangements for safeguarding are not effective.

The safety of children and staff is at risk. Children's challenging behaviour causes other children to receive minor injuries. The manager fully understands her role and responsibility to safeguard children's welfare. She ensures that all staff complete safeguarding training and know what to do if they are concerned about a child's welfare. The manager discusses serious case reviews with staff to further develop their awareness of abuse. She works closely with children's services to monitor children's well-being. Staff are well deployed. They work well as a team to supervise children and respond quickly to any incidents and accidents.

What does the setting need to do to improve?

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

	Due date
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ensure staff receive support and coaching to manage children's challenging behaviour in an appropriate way, to keep all children and staff safe	04/08/2022
improve communication with other agencies to ensure the safe and efficient management of the setting, and to meet the needs of children with SEND	04/08/2022
review and improve both the organisation of the learning environment and the implementation of the curriculum, to ensure that every child's care is tailored to meet their individual needs	04/08/2022
support staff to undertake appropriate training and professional development opportunities, to ensure they offer quality learning and development experiences for children, that continually improve.	04/08/2022

Setting details

Unique reference number	EY345454
Local authority	Hampshire
Inspection number	10244178
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	30
Number of children on roll	54
Name of registered person	Horns Drove Community Pre-School
Registered person unique reference number	RP522597
Telephone number	02380 737207
Date of previous inspection	30 October 2018

Information about this early years setting

Horns Drove Community Pre-School and R.A.S.C.A.L.S (Rownhams After School Club and Learning School) registered in 2007. The pre-school opens Monday to Friday, from 9am until 3pm, during term time. R.A.S.C.A.L.S opens Monday to Friday, from 3pm until 6pm, during term time. The holiday club runs from 8.30am until 6pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff working with the children; of which, one has a level 6 qualification, one has a level 5 qualification, four have a level 3 qualification, three have a level 2 qualification, one is unqualified and one is an apprentice.

Information about this inspection

Inspector

Cathy Greenwood

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together to discuss the intent of the curriculum.
- The manager and inspector completed a joint observation of a group activity.
- The inspector talked with staff, children and parents, and observed activities indoors and outdoors.

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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