

Inspection of Just For Me Preschool

Greenford Baptist Church, Beechwood Avenue, Greenford, Middlesex UB6 9UA

Inspection date:

23 September 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 safety and well-being cannot be assured due to weak leadership and management in this setting. Not all staff have high expectations of what children can achieve and do not challenge them in learning. For example, during activities staff take over and roll the play dough for children who are capable to do so. On occasions, children have reduced opportunities to think and respond to questions asked by staff. This limits children's imagination and communication and language development. Children who speak English as an additional language do not receive as much support as possible to help them develop good communication and language skills from the start.

Nevertheless, children are happy and settle in well into pre-school. This is because the provider ensures the settling-in process is tailored around children's individual needs. Children are active and enjoy the exploration. They naturally learn how to lead healthy lifestyles and build on their physical skills. For example, children relish their time outdoors, and learn to balance as they carefully complete obstacle courses. They learn the names of colours as they play. Children learn to negotiate with one another as they play and behave well. They enjoy role play and learn about different occupations. For instance, children joyfully pretend to be hairdressers.

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

- The provider, who is also the manager, does not evaluate the provision effectively, to identify areas for improvement. She has failed to identify that staff have poor knowledge of the 'Prevent' duty guidance.
- The provider has not gathered appropriate information from other agencies as required to fully safeguard children and meet their needs. As a result, children's safety and well-being are compromised.
- The quality of education is variable. Although the provider focuses well on the staff's well-being, current systems for staff monitoring, supervision and training are not as effective. She does not monitor staff closely enough to identify and arrange support to meet their individual training needs to help support children's learning as effectively as possible.
- The current implementation of the curriculum is inconsistent. Although children have plenty of opportunities to master their physical skills, they have fewer experiences to develop consistently high levels of confidence to express themselves. This means they are not prepared for the next stage in learning as well as they could in some areas of learning.
- Although the staff team is well qualified, learning opportunities for children are not always rigorously planned to build effectively on children's prior knowledge and skills. On occasions, some staff plan resources for children, rather than

steadily identify what skills they want children to learn. At other times, when staff know what they want children to learn, they do not implement this as effectively as possible. This means that children's attitudes to learning are not successfully promoted, as some staff do not challenge children enough.

- The provider worked well with parents during the COVID-19 pandemic. For example, she regularly kept in touch with families and provided them with ideas for activities to complement children's learning.
- Children use their imagination as they explore real-life resources, such as vegetables. They make a joint effort in the preparation of their pretended potato and pepper soup.
- Staff are kind and caring. They are positive role models, and this helps children learn about kindness and respect for others. Some staff arrange meaningful activities that help children learn about and value 'people who help us'. The provider and staff develop an inclusive culture, and this supports children's knowledge and understanding of diversity between one another and other people.
- Some staff follow children's lead well and let them explore during play. For example, children discover and enjoy a range of sensory resources as they make their own potions.
- Children develop coordination and muscle control as they engage in physical play outdoors. This contributes to their overall development and supports their good health.
- Children receive lots of cuddles and affection from their key person and this supports their emotional well-being.
- Not all children have opportunities to hear and use their home language in their play and learning. Although staff claim they gather key words in children's home language from parents when children first start and use these alongside visual cards to aid understanding, they have not done so for some children who recently started. This means staff do not consistently support all children's communication and language development as well as possible.

Safeguarding

The arrangements for safeguarding are not effective.

The provider, who is also the designated safeguarding lead, is not vigilant enough in protecting children's welfare. She failed to engage with other agencies to safeguard children effectively. In addition, the provider does not have sufficient oversight of staff's safeguarding knowledge. Staff do not understand some safeguarding issues. They are not clear on how to identify signs that indicate a child or family may be at risk of radicalisation. Despite this, staff understand the basic signs and indicators of abuse and neglect. Overall, staff maintain a suitable environment for children, with appropriate risk assessments to minimise potential hazards.

What does the setting need to do to improve?

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

	Due date
raise the quality of planning and delivery of the curriculum and teaching, and ensure that all children are consistently supported to engage in challenging activities that build on what they already know and can do	25/11/2022
ensure that children who speak English as an additional language receive appropriate support from the start to build on their communication and language skills	25/11/2022
ensure that staff receive appropriate training to help them develop secure knowledge and understanding of the 'Prevent' duty guidance	31/10/2022
improve current systems for staff monitoring, including supervision and training, and ensure that it is tailored to staff's individual needs to provide a good quality curriculum for all children	31/10/2022
ensure there is effective information sharing with other agencies in place to meet children's needs and protect their welfare.	31/10/2022

Setting details

Unique reference number	EY364903
Local authority	Ealing
Inspection number	10235160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Just For Me Pre School Limited
Registered person unique reference number	RP535217
Telephone number	07984 713 728
Date of previous inspection	22 September 2016

Information about this early years setting

Just For Me Preschool registered in 2007. It is situated in Greenford, in the London Borough of Ealing. The pre-school operates each weekday from 9am to 2pm, 42 weeks a year. The provider employs five members of staff, of whom one holds qualified teacher status and one holds early years professional status. Two staff hold appropriate childcare qualification at level 3 and one staff at level 2. The provider receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Katarina Hustava

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 provider and the inspector completed a learning walk together and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke with the provider about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

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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