

Inspection of Angelfish Preschool

Hayling Sports Centre, Harold Road, Hayling Island, Hampshire PO11 9LT

Inspection date: 27 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children look forward to coming to pre-school and enjoy spending time with their friends. Staff at the pre-school provide the children with a warm welcome and know their families well. However, children do not benefit from a clear curriculum that is well thought out and carefully sequenced. Children do not always understand the intention of the activities and can lose interest quickly and become disengaged.

Staff discuss the benefits of healthy eating and making good choices with children. The children understand the importance of good oral health and exercise. However, children are not taught to look after and respect resources, including books. Consequently, they do not show a love for reading, books and story time, even though staff do share stories with children. Children are not clear about the expected levels of behaviour in the setting and are not consistently taught to use their manners and understand the impact their actions have on others.

Vulnerable children are well protected. Staff work well with other professional, such as health visitors, social workers and primary school teachers, to support these children and their families. Children with emerging special educational needs and/or disabilities (SEND) are referred to specialist services and have individualised educational plans in place. However, some children, such as those who speak English as an additional language, do not benefit from targeted support.

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

- The provider has a clear understanding of the improvements that are required to their curriculum and is working hard to support the staff team to deliver this. This will support staff's knowledge and provide clarity on what they want children to know and learn.
- Recent changes to the management and oversight of the setting have resulted in new systems for reviewing the quality of teaching and learning, including peer-on-peer observations. However, the impact of these is not yet evident in practice and, as a result, children are not benefiting from high-quality adult interactions.
- Children have lots of opportunities to practise their independence and self-care skills, such as using the independence station for wiping their noses and cleaning their hands. They are supported to wash their own hands before meals and are helped to cut up their own fruit and vegetables. Children thrive on carrying out these tasks and enjoy their achievements.
- Staff do not have high expectations for children's behaviour, and unwanted behaviour often goes unchallenged. This results in children not being able to share, take turns or play cooperatively with their friends, and minor squabbles

often break out. Children are not being supported to understand their emotions and how to manage these effectively.

- Staff do not understand the importance of promoting communication, language and literacy for the children and do not model good listening and attention. For example, some staff are busy carrying out jobs during story time rather than sitting with children and supporting their engagement. This distracts children and undermines the importance of stories and books.
- Staff receive regular supervision sessions, and there are systems in place to provide coaching and support to all staff. The provider regularly checks staff's ongoing suitability and highlights any areas for professional development through these one-to-one meetings. This helps to ensure the provider has sufficient oversight of staff's workload and supports staff's well-being.
- The provider makes good use of additional funding to support vulnerable children and provide staff with further development, training and skills. For example, children who like quiet time now have access to dedicated spaces, indoors and outdoors.
- Parents and carers value the setting and speak very highly of the staff team. Parents are completely confident in the knowledge that their children are happy, safe and well cared for. Parents know their children's key worker and receive good communication regarding their children's learning. This demonstrates the effective key-person system that is in place and supports good partnerships with parents.

Safeguarding

The arrangements for safeguarding are effective.

There are robust systems to ensure that children are kept safe. Staff's safeguarding knowledge is good. There are thorough and well-understood absence monitoring procedures in place for all children. Staff with specific roles and responsibilities for vulnerable children, such as the special educational needs coordinator and designated lead for safeguarding, receive regular supervision and casework support from the provider. The provider understands their responsibilities and follows safer recruitment for staff, ensuring that only those adults who have been checked and thoroughly vetted have access to children. Daily risk assessments of the premises and tight security procedures ensure that all children are safe and well supervised. The setting works collaboratively and is proactive in its multi-agency working. This ensures effective communication, timely support and early intervention for families.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- implement a clear, sequenced curriculum that is understood by staff and embedded into practice

- review behaviour management strategies in place to promote positive behaviour and improve children's attitudes towards learning
- strengthen support for children who speak English as an additional language, including embracing children's culture and heritage to help them settle well and make good progress in learning English.

Setting details

Unique reference number	EY496907
Local authority	Hampshire
Inspection number	10275053
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	1 to 4
Total number of places	35
Number of children on roll	20
Name of registered person	Carr, Rebecca
Registered person unique reference number	RP901753
Telephone number	07523 644576
Date of previous inspection	30 January 2018

Information about this early years setting

Angelfish Preschool registered in 2015. The setting operates from Hayling Sports Centre on Hayling Island, in Hampshire. The pre-school opens from 9am until 3pm, from Monday to Friday, during term time only. A team of four staff work with the children. Three staff hold a relevant level 3 qualification. Funding is accepted for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Leanne Merritt

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The manager 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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