

Inspection of Moore Hall Playschool Ltd

Harris Hall, Church Close, Andover, Hampshire SP10 1DP

Inspection date: 8 February 2023

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

Weaknesses in leadership and management mean that children's safety and welfare are compromised. The designated safeguarding lead (DSL) fails to respond to concerns about children appropriately. Risk assessments are poor. Staff fail to identify hazards within the setting. For instance, there are trailing wires from electrical appliances, and children access areas that are not safe. Furthermore, staff do not supervise children's toilets effectively enough to notice when a child is locked in a cubicle.

Children behave well most of the time. They happily play with their friends and engage in different activities. Staff encourage children to take turns as they play games and encourage the use of manners during daily routines. However, there are times when children display unwanted behaviour, which disrupts the play and learning of others and is not addressed by staff. This does not support children to learn to know what is expected of them so that they can learn to manage their own behaviour.

Despite weaknesses, children are happy to arrive. They put their belongings away and wave goodbye to their parents. Children have good attachments to staff and seek them out if needed. Children confidently choose what they want to play with. They take pride in what they have created. For example, children show friends the 'sparkly potions' they have made out of chalk and glitter.

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

- The DSL lacks the knowledge to protect children's welfare. She does not have robust arrangements to share relevant information with safeguarding partners and failed to report a significant event. The DLS does not fulfil the duties of her role and does not promote a culture of safeguarding vigilance.
- The manager has a newly devised curriculum that sets out what she wants children to learn. However, staff have not adapted their teaching methods to implement this effectively. For instance, children are not given the opportunity to learn how to self-regulate their emotions when they become upset or frustrated. Furthermore, some activities are not challenging enough for children. For example, children easily lose interest in drawing and writing and wander around the setting. This means that children do not receive the consistent support they need to progress well in their learning.
- Staff do not provide children with consistent messages to help them understand the importance of good hygiene. For example, although they encourage children to wash their hands before snacks, they do not follow this practice before lunch. This does not support the good health of children.
- There are weaknesses in the support staff provide for children with special

educational needs and/or disabilities (SEND). At times, their interaction is limited, and children spend long periods of time wandering around aimlessly. Some interactions are more successful. For example, staff introduce effectively small-group times that focus on promoting children's listening skills and concentration. Staff also engage children well as they enthusiastically read stories. Children hop, jump and move their bodies as they listen to music.

- Required information and records are not easily available. Managers do not keep clear and detailed records of safeguarding concerns, staffing qualifications, first-aid certificates or Disclosure and Barring Service (DBS) checks. Furthermore, SEND records were unavailable on the day of inspection. This does not demonstrate effective leadership and management.
- Staff support children to develop their speech and language. For example, children learn new words, such as 'melting' and 'dripping', as they explore blocks of ice in the garden. Children demonstrate that they understand these words as they repeat them in conversations with friends. Children watch with excitement as they count drips of water bouncing into a cup.
- Parents speak positively about the setting. They say they are well supported. Parents have good relationships with the staff. They know their child's key person and regularly talk about children's learning and development.
- The key-person system is effective. Staff know their children well. They complete focused activities with their key children. This helps staff to observe what children already know. They plan next steps using children's interests. However, the quality of teaching varies. Children's learning is not consistently good. For example, some activities to support children with speech and language delays do not target specific areas identified.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not adequately protect children. There are significant weaknesses in the arrangements to assess risks and to supervise children. The DSL does not fully understand their role and responsibilities. However, staff demonstrate a secure knowledge of the possible signs and symptoms that indicate a child may be at risk of abuse. They are aware of the procedures to follow if they have a child protection concern or concerns about the behaviour of a colleague.

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
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ensure all required documentation relating to the suitability of staff is available for inspection, including paediatric first-aid certificates, DBS information and staff qualifications	28/02/2023
maintain records and share information with other relevant professionals, such as the police, safeguarding partners, and Ofsted, as needed, to ensure the safe and efficient management of the setting	28/02/2023
ensure risk assessments are robust and all risks and hazards to children's safety are identified, particularly in relation to doors, electrical leads and children's toilets	28/02/2023
implement effective arrangements to support the individual needs of children with SEND in accordance with the SEND Code of Practice.	28/02/2023
ensure the DSL understands the policy and procedures and responds to any concerns in a timely and appropriate way.	28/02/2023

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

	Due date
provide clearer and consistent messages for children to understand the reason for personal hygiene routines, such as regular handwashing	28/02/2023
improve staff understanding of appropriate behaviour management strategies, to provide children with clear, consistent boundaries and help them manage their emotions more effectively.	28/02/2023

Setting details

Unique reference number	110100
Local authority	Hampshire
Inspection number	10271233
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	48
Name of registered person	The Moore Hall Playschool Ltd
Registered person unique reference number	RP904914
Telephone number	07876081026
Date of previous inspection	3 July 2017

Information about this early years setting

Moore Hall Playschool Ltd registered in 2001 and is located in Andover, Hampshire. The setting opens five days a week, during school term times. Sessions are from 9.15am to 12.15pm and from 12.15pm to 2.45pm. The setting receives funding for the provision of free early education for children aged two, three and four years. Eight members of staff work with the children. Of these, seven staff hold relevant qualifications at level 3.

Information about this inspection

Inspector

Kelli Wiseman

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 about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took their views into account.

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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