

Inspection of Regents Park Community Preschool

Tanners Brook Community Room, Elmes Drive, Regents Park, Southampton,
Hampshire SO15 4PF

Inspection date: 9 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

Children's safety is not assured. Ineffective leadership by managers and lack of oversight by the committee does not ensure that children are kept safe. Staff have limited ambition for children's learning, which is detrimental to children's well-being and the levels of progress they make. Children, particularly those with special educational needs and/or disabilities (SEND) and children who have fallen behind in their learning, fail to receive the education they deserve. The committee does not demonstrate the capacity to bring about the necessary change, despite intensive support from the local authority.

Staff, including managers, do not understand how to meet children's individual learning needs successfully. They provide a basic range of activities that do not capture children's attention or motivate them to learn new things. Children receive very little individual adult attention in the day and are left to occupy themselves. This presents a challenge, as many children lack confidence in social situations. Children frequently play on their own. They are not well supported by staff to develop friendships and fail to make the progress they are capable of.

Managers recognise that children's language and social development have been adversely impacted during the COVID-19 pandemic. Despite this, they take little action to create a language-rich environment so that children can become confident communicators. Staff speak infrequently to children. Some children complain of being bored and ask to go home. There is limited support for children's emotional well-being and, at times, this leads to a decline in their behaviour. Children are not well supported to manage conflict or understand how to manage their feelings.

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

- A lack of committee oversight and ineffective leadership has led to a decline in standards since the last inspection. Lines of accountability are unclear. The committee does not monitor the performance of managers or call them to account for weaknesses in practice. Funding, including one-to-one funding and early years pupil premium, has not been used effectively to improve outcomes for children. The committee has failed to notify Ofsted of significant events, as required. This includes changes to the committee so that the required suitability checks can be carried out for the appointment of new managers.
- Managers do not demonstrate the necessary skills or knowledge to fulfil their roles and responsibilities effectively. There has been a decline in standards since managers came into post. Significant weaknesses in safeguarding and the quality of provision for children with SEND are identified; both areas of the provision that managers hold direct responsibility for. Managers fail to identify or

ensure plans for improvement are shared with staff or the committee. They do not offer staff support to improve their personal effectiveness. Managers hold an inaccurate evaluation of the quality of the provision overall. They do not demonstrate the skills or motivation to bring about the urgent improvements that are required.

- The provision for children with SEND is weak. Managers, including the named special educational needs coordinator (SENCo), demonstrate limited capacity to work with other professionals, who have offered specialist support and advice. Managers fail to implement specialist recommendations or prepare timely records and assessments, as required. This has led to a delay in referrals for some children, placing them at a significant disadvantage in their education. Parents and carers report positively on the provision. However, a lack of transparency in information sharing does not ensure that parents and carers get accurate information about their child's learning.
- Staff lack an understanding of what they want children to learn. There are very few planned activities provided, and children struggle to engage in any meaningful learning. Staff do not interact purposefully with children, to support their learning needs. Their interactions are supervisory at best. At times, the environment is chaotic and noisy, and children's access to resources is limited. For example, on the day of the inspection, the floor was covered with recycled food packaging for much of the day, with little else on offer. Staff fail to extend children's vocabulary or model words for children who need to develop their pronunciation and gain confidence in speaking.
- Staff do not support children's emotional well-being successfully. Many children lack confidence in social situations and are not able to communicate their needs well. Infrequent attention and inconsistent attempts to manage children's behaviour do not support children to learn right from wrong. Staff's poor attitude to ensuring children's needs are met does not foster a strong foundation for children to develop their self-worth or learn that they are valued. Children gain some benefit from play in the garden. They show skill as they ride around on bikes. Staff provide healthy snacks. However, they do not promote children's understanding of healthy food choices or good oral health well overall.

Safeguarding

The arrangements for safeguarding are not effective.

The designated safeguarding lead (DSL) demonstrates a poor understanding of their role and responsibilities. They provide inaccurate advice to staff when they raise concerns about children and do not take timely action when this is required. Managers fail to ensure the ongoing suitability of staff. They investigate concerns without referral to safeguarding partners. They do not know the correct procedure to follow in the event of an allegation against a member of staff. Staff have a weak knowledge of early thresholds and the role that other agencies play. They fail to keep robust records of concerns and are resistant to working in partnership with other agencies to safeguard children and promote their good health. The safeguarding policy does not reflect the local safeguarding partners (LSP) guidance

as required. Managers step outside their professional safeguarding roles. Overfamiliarity had led to complacency, resulting in failures to report concerns to statutory agencies as required.

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
take immediate action to notify Ofsted of changes to the committee so that the required suitability checks can be completed	20/02/2023
ensure the safeguarding policy and procedure is in line with LSP guidance and is shared with staff so that support is identified for families at the earliest opportunity	02/03/2023
ensure all staff, including the DSL, understand the safeguarding policy and procedures and act on safeguarding concerns in a timely way, with particular regard to responding to information linked to staff suitability and significant changes in children's behaviour	02/03/2023
ensure all staff, including the managers, receive regular and effective support, coaching and training, in order to fulfil their roles, and are provided with opportunities to discuss any issues, particularly concerning children's development or well-being, including child protection concerns	02/03/2023
ensure there is a qualified manager in place who has sufficient knowledge, skills and capabilities to carry out their role and responsibilities effectively	02/03/2023

ensure that effective arrangements to support children with SEND are implemented in accordance with the Special Educational Needs Code of Practice so that children with SEND are identified early and that they receive the targeted support and intervention they need to fulfil their potential	02/03/2023
maintain records and obtain and share information in a timely way with parents, carers other professionals working with the child, including social services and Ofsted, as necessary, to ensure the safe and efficient management of the setting and to help ensure that the needs of all children are met	02/03/2023
ensure the committee has a clear understanding of its roles and responsibilities and monitors the provision effectively to identify any breaches of requirements and to make sure that staff, including managers, fulfil their roles successfully	02/03/2023
implement a consistent behaviour policy that helps staff understand how to intervene positively to support children's behaviour, including at times when children are having difficulty managing their feelings and emotions.	02/03/2023

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

	Due date
create a curriculum that has clear intentions for what children need to learn, and ensure staff know and understand this so that they provide effective teaching in line with children's individual needs	04/05/2023

<p>implement an effective curriculum for communication and language so that children benefit from a language-rich environment and make a faster rate of progress in this area of their development in readiness for school.</p>	<p>04/05/2023</p>
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Setting details

Unique reference number	131554
Local authority	Southampton
Inspection number	10266593
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 5
Total number of places	28
Number of children on roll	26
Name of registered person	Regents Park Pre-School Committee
Registered person unique reference number	RP905013
Telephone number	023 80703571
Date of previous inspection	29 June 2018

Information about this early years setting

Regents Park Community Preschool registered in 1989. It is located in Millbrook area of Southampton. The pre-school is open Monday to Friday, from 8.15am to 3.45pm, during school term times and offers a morning session, a lunchtime session and an afternoon session. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are four staff employed to work with the children, of whom two hold early years qualifications to level 3 and one member of staff holds a qualification to level 6 and qualified teacher status.

Information about this inspection

Inspector
Melissa Cox

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the SENCo about how they support children with SEND.
- The manager and inspector discussed the quality of education being provided, indoors and outdoors.
- The inspector spoke to several parents and grandparents during the inspection and took account of their views. The inspector also spoke to children, to find out about their time at the setting.
- Documentation, including evidence of the suitability of staff, was reviewed.
- The inspector spoke with the nominated individual about the leadership and management of the setting.

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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