

# St Pauls Pre-School

Fair Oak Road, Eastleigh, Hampshire, SO50 8LQ

<b>Inspection date</b>	15/05/2013
Previous inspection date	20/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Management do not ensure that the environment and equipment is safe for children to use.
- Management do not carry out sufficient evaluation or monitor the learning and development requirements to ensure that children are meeting their full potential.
- Management do not sufficiently support staff to enable them to work effectively as a team or to successfully implement changes.
- Management do not ensure that weaknesses identified are actioned quickly enough to effect improvements to the outcomes for children.

### It has the following strengths

- Some staff provide good support for children with language delay.
- Some staff interact well with children.
- Children can access a sound range of age appropriate resources.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector spoke to the manager/owner and her deputy at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the development plan and a selection of children's records.
- The inspector also took account of the views of five parents spoken to on the day.
- The inspector read reports from the local authority advisers.

## Inspector

Alison Kaplonek

## **Full Report**

### **Information about the setting**

St Pauls Pre-school is a privately owned pre-school. It opened in 1995 and is located in the Bishopstoke area of Eastleigh. It operates from two rooms in a church hall with an enclosed outdoor play area. The setting is registered on the Early Years Register. It serves the local area. The group is open each weekday from 9am to 12noon and on Monday Wednesday and Thursday from 12.30pm to 3.30pm during school term times. There are currently 43 children from two years to the end of the early years age group on roll. The pre-school receives funding for the provision of free early education to children aged three and four years. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with special educational needs or disabilities and also supports a number of children who speak English as an additional language. The pre-school employs ten members of staff. Nine hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

The provision is inadequate and Ofsted intends to take the following enforcement action: We will issue a Welfare Requirements Notice with a timescale for completion of 12 July 2013 requiring the provider to:

- ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom these aspects will be checked, and how the risk will be removed or minimised
- improve arrangements for self-evaluation and the supervision of staff who have contact with children and families by providing regular opportunities for mutual support, teamwork and continuous improvement
- take steps to ensure children's behaviour is managed effectively and in a manner appropriate for their stage of development and individual needs.

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- consider the individual needs, interests, and stages of development of each child and use this information to plan and monitor challenging and enjoyable experiences for each child in all areas of learning and development
- make sure that each child's next steps are derived from a clear understanding of their level of achievement and that all children are engaged in activities and appropriately challenged in their learning

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Children arrive happily and are supported by their parents and staff as they choose their name label and self-register on the 'going home' board. Staff have a sound knowledge of all areas of learning. They provide a range of interesting activities that generally capture children's interest and hold their attention for some of the session. They assess each child and have started to track children's progress, including the progress check for children aged two to three years of age. However, assessments are not consistent in quality to build on children's progress. Planning for individual children is not always effective and some staff are unclear about children's next steps. Some children are not always engaged in activities or appropriately challenged in their learning. Their individual learning needs are not taken into account and they make their own entertainment, which sometimes puts themselves and other children at risk from accidents. The afternoon session follows the

same planning as the morning session. This means that children who stay all day have completed many of the activities and become restless.

At the beginning of the session, children make choices from the range of interesting activities provided and settle reasonably well. Staff talk to children about the shapes of the pieces in the jigsaw puzzle and children concentrate well as they complete quite complex puzzles. Children count well as they organise their own game of hide and seek with their friends. Some children are confident to interact with staff and their friends and take part in story time or enjoy singing songs and rhymes. Some children develop their imaginations as they hide in the den staff have created by covering the climbing frame. Other children do not understand the fact that the climbing frame has been changed into a den and start to climb on it. They have to be continually reminded by staff that there are too many children in and on the climbing frame and there could be an accident. Staff do not manage children's behaviour effectively and this hinders children's learning.

Some staff question children well and encourage them to think and work things out for themselves. For example, children talk with staff as they work out how to build their own dinosaur model. They confidently use glue sticks and scissors to cut and join and talk about which colour paint they will use. The special needs coordinator supports children with speech and language difficulties or English as an additional language reasonably well. There are individual educational plans showing the progress these children have made.

Parents are welcomed into the setting to settle their children. They are asked to complete an 'All about my child' form when their children first start which provides staff with an initial assessment of children's interests and family situation. Children can borrow books from the pre-school to take home and share with their parents. Staff send children's learning journals home and ask parents to contribute information about their children's achievements when they are not at pre-school. They can request a meeting with their child's key worker to discuss the learning journal. However, as some staff are unclear about setting children's next steps, the information in the journals is often inaccurate and unhelpful.

### **The contribution of the early years provision to the well-being of children**

All children move around the rooms freely and reasonably confidently. Most settle well initially and those who find this more difficult are looked after by reasonably attentive staff. The key person system in place enables staff to get to know the children reasonably well. Children form relatively secure bonds with some staff and most feel secure and safe. There is a sound range of age appropriate resources within each area of the pre-school. However, the organisation of these is not always adequate to engage and interest children who stay all day. For example, children who stay all day have completed the morning activities and become restless when these are repeated in the afternoon. Outside play is available but not always used if it is raining, despite staff identifying that some children would benefit from going outside. Many toys and resources are labelled and within easy reach of the children who confidently help themselves. Some children are gaining in confidence and developing their independence. They like to help to tidy up at the end of

the session although others do not follow requests to help and hide away in the other room. Most children access the toilets themselves, wash, and dry their hands before meals.

Most children behave reasonably well and staff remind them about what is acceptable and what is not. However, some staff are less confident about how to encourage children to follow the 'golden rules' or learn to take responsibility to keep themselves and others safe. Because of this lack of guidance and ineffective planning, children continue to run indoors or overload the climbing frame putting themselves and others at risk. Staff organise themselves reasonably well so that someone is always available to provide support for children's care needs or supervise snack time. Some of the older children are beginning to learn that they must take turns and negotiate between themselves. They are able to organise their own games and agree the rules, for example as they play hide and seek together.

Children are provided with healthy snacks and are encouraged to pour their own drinks. Many children stay all day at the setting, bringing a packed lunch with them. They enjoy the social occasion as they sit and eat lunch together. Older children are developing some skills, which will smooth their move to school later in the year such as putting on their coats to go outside or learning to sit quietly during group time. They meet their new teachers when they visit the pre-school and talk about the move to school in September.

### **The effectiveness of the leadership and management of the early years provision**

There is a safeguarding policy and procedure in place, which the manager shares with both parents and staff. The manager is the named person for safeguarding and has completed training to level four. Many staff have also attended a safeguarding course recently and are confident to follow up any concerns they may have about the children in their care. The manager ensures that staff implement and keep records of accidents, injuries and any risks to children. However, she does not ensure that risk assessments are effectively used to identify, minimise or remove all risks to children. For example, stacks of chairs are not safely secured in the main church hall and some broken equipment is not removed although it is a danger to children.

The manager works alongside her deputy and other staff to implement the welfare and learning and development requirements. However, arrangements for self-evaluation are inadequate despite this being highlighted as an area for development at the last two inspections. Management do not ensure that staff evaluate activities nor the planning. They do not work well with staff and parents to fully reflect on the strengths of the setting or prioritise areas for improvement. Management carry out annual appraisals for staff and each other but do not provide regular opportunities for mutual support, teamwork and continuous improvement. Although management identified a need for better communication between themselves and staff some time ago little action has been taken to improve this. Management have insufficient understanding of the learning and development requirements and fail to oversee the monitoring of children's progress.

Some staff work with parents, other agencies and providers to support children, in particular those with language delay. Parents receive information about the setting and their children's progress, although this is not always accurate. They state that they are pleased with the care and learning and development provided at the pre-school.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	109811
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	917930
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Christine Mary Derin
<b>Date of previous inspection</b>	20/01/2011
<b>Telephone number</b>	07775508332

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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