

St Alban's Pre-School

St. Albans Church Hall, Gander Green Lane, Sutton, Surrey, SM1 2HD

Inspection date 17/06/2014
Previous inspection date 04/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The management team has a poor understanding of the requirements of the Early Years Foundation Stage, particularly with regard to the safeguarding and welfare requirements. This compromises children's welfare and well-being.
- The provider does not implement safeguarding procedures effectively and recruitment and vetting procedures are not robust. As a result, children's safety and welfare are compromised.
- Leadership and monitoring systems are not sufficiently robust, leading to poor practice, required records not available, weak performance management, and a lack of assessment of the setting's effectiveness in delivering the Early Years Foundation Stage.
- The provider is not monitoring the delivery of the education programmes robustly. As a result, some children are not being sufficiently challenged, which means they do not make as much progress as possible across the areas of learning.
- Partnerships with parents are weak. Staff do not actively support parents in guiding their children's learning at home or readily share information about how to make a complaint.

It has the following strengths

- Children form warm bonds with their key person and are engaged in their play.
- Staff focus on learning in the indoor and outdoor environments which enables children to develop confidence, independence and to explore.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed interactions between staff and children.
- The inspector held discussions with the provider, staff and children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the provider.
- The inspector looked at a range of available documentation, including some policies and procedures, evidence of staff suitability, and children's records.

Inspector

Antonia Ogden-Meade

Full report

Information about the setting

St Alban's Pre-School is one of three privately owned pre-schools. It opened in 1992 and operates from St Alban's Church Hall. Children have access to an enclosed outdoor play area. The pre-school is located in a residential area of Sutton. The setting is open from 9am to 12noon on Monday and Fridays, and from 9am to 2.45pm on Tuesday, Wednesday and Thursday during term time, and from 9am to 12noon during part of the school summer holidays. There are currently 90 children in the early years age group on roll. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting currently supports children who speak English as an additional language. The pre-school employs 12 members of staff, 11 of whom hold early years qualifications to at least National Vocational Qualification level 2. The setting provides funding for free early education for two- three- and four-year-olds.

What the setting needs to do to improve further

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

We will issue a welfare requirements notice that requires the provider to:

ensure that the safeguarding policy and procedures for reporting concerns within the setting are clear and fully understood by all staff.

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

- implement effective systems to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable; this is with particular regard to recording information about the vetting of staff
- implement effective delivery of the education programmes by developing consistency in the quality of teaching to further improve children's communication and language skills
- ensure staff develop a suitable knowledge of the learning and development requirements in order that they effectively consider the individual needs, interests and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- devise effective systems that encourage parents to be involved in supporting their children's learning at home
- ensure that all staff understand their roles and responsibilities and that their knowledge and understanding of the Early Years Foundation Stage enables them to effectively support children, including children with English as an additional language, to promote learning and provide a safe environment at all times
- ensure that records are available on site to support the safe and efficient management of the setting, unless prior agreement has been given by Ofsted
- ensure parents and carers have details about how to contact Ofsted so they are able to contact Ofsted regarding complaints or concerns and that all complaints are recorded with their outcome.

Inspection judgements

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

The quality of teaching in the pre-school is variable. Children settle well and are engaged in activities which interest them. However, not all children make as much progress as they could as the system to monitor and review progress across the pre-school does not help staff to clearly identify and promote children's individual next steps in learning. This means that staff are not supporting all children's learning consistently, and this is further constrained by a lack of training and staff development. While some progress from starting points can be demonstrated for the children, staff do not plan or address the specific needs of individual children, such as those who have delays in their language development. This means these children not achieving as well as expected for their age and stage of development.

Staff provide a range of resources available for the children to choose from, inside and outdoors, that cover the educational programmes. However, some of the areas of learning are better planned for than others, which does not provide children with consistent learning experiences. Staff are deployed to ensure they are available to support the children in their chosen activity. However, the quality of teaching and intervention is variable. This means that not all children make good progress.

Staff do not adequately support children's communication and language skills. For example, they do not consistently use good questioning techniques, model language, or enable children to explore ideas. This is particularly relevant to children who use English as a second language. Parents report difficulty in working alongside the pre-school as they too struggle to understand the plans for their child's next steps in learning and the assessments, as these are not accessible in their home language. Parents also report that information received about their child's day is limited, and although they are able to book appointments to see their key person, this more formalised approach has led to reduced home to pre-school communication generally.

Nonetheless, the positive relationship staff have with their key children helps support their move on to primary school. The staff work through an assessment process to help enable those children moving on to school to learn the basics to support this change in their lives. Children are able to engage in activities independently and demonstrate the ability to manage themselves with regards to preparing for home time or preparing for snack time. The pre-school staff have also recently introduced a more formal circle time to encourage children to familiarise themselves with sitting and listening for short periods as a group, and for completing registers together. This helps to prepare children for some school routines.

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

Children's well-being is compromised because of the weaknesses in safeguarding measures, as staff do not all have an up-to-date awareness of child protection procedures. This means that not all staff are unable to fully protect children. Children arrive happy, settle well and are confident. The new system of arrival and departure means that children are secure in the pre-school environment. Many of the children have formed positive relationships with those adults who care for them. For example, when they arrive, staff welcome the children with a smile and by name. Children go straight over to their key person for hugs and cuddles, and when ready, they confidently go off to their chosen activities. Children behave well given their ages and level of understanding.

Staff plan activities inside and outside. This supports the children's understanding of a healthy lifestyle as they are encouraged to move freely between both learning areas, with physical development being a key focus in both. Drinking water is available to prevent children from becoming thirsty and staff remind children to have regular drinks. The environment is light and bright, and children are confident in their surroundings. They are engaged in activities throughout the session and staff encourage children to choose what they want to learn and who they want to play with.

Snack time is offered as an optional rolling activity. Children choose when they want to have the healthy foods provided for them and are encouraged to wash their hands and sit at the table to eat with their friends and a member of staff. However, staff do not take opportunities to develop children's independence at snacktime as the foods are already prepared and plates are handed out to the children. In addition, staff pour children's drinks as the jugs and bottle provided are too heavy when full. Furthermore, staff routinely clear away for the children and intervene too much in helping the children with their snack time. Therefore, children do not always have opportunities to explore and develop skills and concepts they will require at school.

Parents praise the role of their child's key person. They state that they are happy with their child's direct care at the pre-school and their children are happy and settled. However, they note that communication to enhance their child's learning outside the pre-school is weak, and they do not know what their children are currently learning or focusing on. However, they believe their children are well supported and receive adequate support for their move to school.

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

The inspection took place following concerns raised about safeguarding practice and safeguarding policy at the pre-school. The registered provider notified Ofsted that a child was able to leave the pre-school unnoticed by staff. The pre-school's registration was suspended for a period of two weeks to give the registered person the opportunity to address the safeguarding issues raised. The provider took swift action to review the risk assessment and increase security to prevent children leaving the premises unsupervised.

However, the current risk assessment does not reflect this recent action. Since re-opening in June, the registered person has put in place new and revised policies and procedures to address the actions raised by Ofsted, for example, the safeguarding policies and procedures. However, these have not all been fully implemented as they have not been shared with all members of the staff team to help safeguard children. Therefore, this action has not been fully addressed and practice remains inadequate.

The provider continues to develop the staff team's understanding of their roles and responsibilities in relation to ensuring the safety of the children remains a priority. However, not all staff have suitable knowledge and understanding of safeguarding children, including the allegation procedures, as required. The provider does not ensure policies and procedures are implemented, and recruitment procedures do not meet requirements to help safeguard children. In addition, the provider does not deliver supportive performance monitoring with an active training and development plan for the staff. This means the provider is not identifying or addressing poor performance to help staff improve their practice and the quality of teaching, in order to improve outcomes for children.

Staff deliver the educational programmes overall, but there is little consideration for children's individual learning styles or the specific needs of groups of children. The management does not recognise weak aspects of teaching that have an impact on learning as there is no monitoring or group assessment system in place. This results in poor or inconsistent practice being unchallenged. Parents report that they do not always know their child's next learning steps. This negatively affects partnership working and opportunities to support children's progress outside the pre-school are missed.

The pre-school management team reviews progress annually; however, a review has not taken place over the last year due to a change of management. The lack of self-evaluation results in the staff team being unaware of their strengths and weaknesses, resulting in slow or halted service development in some areas. This has a negative impact on the care provided for the children.

Parents report that they feel that their children are happy at the pre-school. They note the recent measures to address safety concerns, and report that they now feel their children are safe. However, communication is poor and effective systems to involve parents in children's continuous learning and development are not fully effective. Staff do not tell parents how they can make a complaint, and a record of all complaints was not available for inspection, as required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- keep a written record of all complaints, for a period of three years from the date of these complaints, including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register).
- keep a written record of all complaints, for a period of three years from the date of these complaints, including the outcome of the investigation and the action the provider took in response (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	139959
Local authority	Sutton
Inspection number	978124
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	46
Number of children on roll	90
Name of provider	Susan Elizabeth Tinker
Date of previous inspection	04/11/2009
Telephone number	020 8641 1077

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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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