

Hayling Community Pre-School



Mengham Infant School, St Mary's Road, Hayling Island, Hampshire, PO11 9DD

Inspection date

27 June 2018

Previous inspection date

23 November 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider does not obtain enhanced Disclosure and Barring Service checks for all adults who work directly with children. This places children at risk.
- The provider follows weak recruitment and vetting procedures and fails to check that all staff are suitable to fulfil their role in working with children.
- The provider has not recorded accurate information about the identity checks and vetting processes that have been carried out on staff.
- The provider has not notified Ofsted of all changes to the pre-school committee. As a result, Ofsted has not been provided with the necessary information to carry out appropriate suitability checks.
- Although staff set achievable next steps for children's learning, they do not clearly communicate these with their colleagues, so that all staff can help to address any gaps in children's development.
- The provider's systems to evaluate the effectiveness of the provision are not robust enough to identify key weaknesses in the provision.

It has the following strengths

- Staff have a good understanding of how children learn. They plan a broad range of fun, challenging activities that help all children to make good progress. Boys and girls are active learners and they fully absorb themselves in play. Staff teach children about the world, such as when they talk to children about animals and sea creatures.

What the setting needs to do to improve further

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

	Due Date
■ ensure that all members of staff who have direct access to children obtain an enhanced Disclosure and Barring Service check to verify their suitability to work with children	08/07/2018
■ ensure that recruitment and vetting procedures are consistently rigorous to identify whether applicants are suitable to fulfil their roles and have regular contact with children, regardless of whether staff have previous knowledge of the applicant	08/07/2018
■ ensure that details of all identity checks and vetting processes to check staff suitability, including the criminal records check reference number and the date it was obtained, are accurately recorded	08/07/2018
■ provide Ofsted with the necessary information required to check the suitability of all members of the committee.	08/07/2018

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

- strengthen communication between staff so that they share details about children's next steps in learning and development with each other, to help children make the best possible progress
- develop systems of self-evaluation to raise the quality of the service and to identify any breaches in requirements.

Inspection activities

- The inspector held conversations with parents about the progress their children have made since attending the pre-school.
- The inspector spoke to staff about their understanding of child protection and how they would report concerns about a child's welfare.
- The inspector watched an activity with the manager, and evaluated the quality of teaching they observed.
- The inspector tracked a number of children, and spoke to staff about how they plan activities to meet individual children's needs.
- The inspector held a meeting with the manager and talked to her about how she supports staff's professional development.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider has not recognised that there are serious flaws in her provision, particularly in the process she follows to employ staff. Some staff who work closely with children and carry out intimate care routines have not been subject to a criminal records check. Although the manager states that staff are not generally left alone with children, this compromises children's well-being. In addition, the provider does not rigorously or accurately document the suitability checks that she carries out during recruitment. For example, staff who leave the setting to pursue other careers are not subject to any checks if they later return to work at the setting. The manager does listen to concerns that staff have about their role and they address these together. However, the provider does not fully understand the need to notify Ofsted of all important changes. For instance, not all members of the committee who oversee the running of the pre-school are known to Ofsted. This means that the required information has not been sent to Ofsted to allow suitability checks to be carried out. However, committee members do not have unsupervised access to children. Staff do have a secure knowledge of how to take appropriate action if they suspect a child is being mistreated. Staff have formed secure partnerships with external agencies, such as when they liaise with social services to offer families additional support.

Quality of teaching, learning and assessment is good

The manager offers staff access to some interesting professional development opportunities. For example, staff access training that focuses on developing the play environment. As a result, they have created more areas for children to develop their imagination skills. In addition, they have added more spaces for children to relax and read. Staff plan a range of exciting learning opportunities. For instance, they encourage children to take part in a treasure hunt. Staff develop children's knowledge of mathematics, as they encourage children to count their footsteps. Children estimate how far they would need to walk before they start to dig for treasure. Staff establish exactly what children are able to do, such as when they talk to parents about the type of activities children take part in at home. However, children's next steps in learning and development are not always made clear to other staff for times when a child's key person is not in attendance.

Personal development, behaviour and welfare are inadequate

The failure of the provider to check staff's suitability has a detrimental and negative impact on children's well-being. However, staff encourage children to be physically active. For instance, they persuade children to move in different ways during role play as they 'walk the plank'. Friends clap as they cheer the pretend pirates on. Children decide on different ways to jump into the sea. Staff support children well to use technology, such as when they help them to research information about mermaids. Staff help children learn to tolerate delay. For example, children find timers and politely wait their turn. They are caring and well-adjusted individuals who are happy to share with others.

Outcomes for children are good

Children learn new and interesting skills that prepare them well for the move on to school. They are adept at using small tools. For example, children carefully cut out and identify the various shapes they have made. Children write their names and other letters they recognise on pictures. All children, including those for whom the setting receives additional funding and children who speak English as an additional language, make good progress.

Setting details

Unique reference number	110184
Local authority	Hampshire
Inspection number	1126573
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	61
Name of registered person	Hayling Community Pre-School Committee
Registered person unique reference number	RP909842
Date of previous inspection	23 November 2015
Telephone number	023 9246 6222

Hayling Community Pre-School registered in 1985. It is located in Hayling Island, Hampshire on the grounds of Mengham Infant School. The pre-school is open from 8.30am until 4pm, Monday to Friday. The setting operates term time only. The provider is in receipt of early education funding for two-, three- and four-year-old children. The provider employs 14 staff. The manager holds an appropriate early years qualification at level 4, five members of staff have attained relevant childcare qualifications at level 3 and two staff are qualified at level 2.

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