

# Horns Drove Community Pre-School and R.A.S.C.A.L.S



St. Johns C of E Primary School, Bakers Drove, Rownhams, Southampton,  
Hampshire, SO16 8AD

**Inspection date** 9 February 2018  
Previous inspection date 21 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
		Previous inspection:	Good
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not rigorously evaluate all aspects of her practice and make continual improvements to raise standards. She has not identified that staff do not give children clear guidance about the type of behaviour that is acceptable. Some activities are disrupted and children are not able to make the best progress in their learning.
- Staff have not recognised that the routines in place do not meet the needs of all children. Some children struggle to concentrate for long periods and they lose focus on their learning.
- Links with other providers that share the care of children are not well established. Staff do not consistently share details of children's learning and foster a joined-up approach.

### It has the following strengths

- Staff teach children a range of mathematics skills, such as when they demonstrate how to add and subtract small numbers. Children compare quantities and they are confident to use simple mathematical language.
- The play areas are well organised. Staff offer children access to a wide range of quality resources. Staff encourage children to move in a variety of ways. All children particularly enjoy practising their climbing skills and moving their bodies during exercise.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ improve strategies to promote positive behaviour and to support children's understanding of how to appropriately respond to others.	23/03/2018

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

- strengthen the methods used to evaluate the provision, to continually drive forward improvement and to meet requirements
- monitor routines to check that staff take into account the age and learning needs of the children involved
- develop the systems in place to share information with other providers, to offer children a consistent learning experience.

### Inspection activities

- The inspector met some parents and they talked about the communication they have with staff about children's development.
- The inspector spoke to staff at appropriate times about their knowledge of child protection and how they keep children safe.
- The inspector jointly observed an activity of the manager's choice.
- The inspector held a meeting with the manager. They discussed the support and training she offers staff.
- The inspector accessed children's individual learning records. She talked to staff about the support they offer children to help them progress.

### Inspector

Julie Bruce

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager does reflect on the provision she offers families and monitors children's progress, so that they remain on track in their learning. However, she is not always motivated to address weaknesses and strive to raise standards to a good level. For example, the manager and staff have noticed that children's behaviour has become more challenging. The manager has not investigated the reasons for this or devised strategies with staff to consistently promote positive behaviour. Safeguarding is effective. Staff have a secure knowledge of how to report concerns about their colleagues' conduct, including the use of inappropriate language. They follow the correct procedures to seek advice from external agencies, to help protect children from harm. The manager encourages the safe use of technology. She regularly reviews procedures for taking photographs and safely sharing them with parents. The manager does support staff to access some training and complete qualifications to improve their skills. Parent partnerships are well developed. For instance, staff talk to parents about children's progress, to keep them informed.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not always manage children's behaviour effectively to help them learn well. They share limited information with other providers that look after children. They do not communicate about their assessments of children's progress or discuss how to help move children on in their learning. Staff do encourage children to engage in imaginative play and to learn about the traditions of people in other parts of the world. For example, staff provided colourful resources and children made dragons to celebrate Chinese New Year. Older children independently practised their cutting skills. Younger children were well supported by staff as they provided guidance to cut out shapes. Children played musical instruments, danced and took part in a celebratory march.

### **Personal development, behaviour and welfare require improvement**

Staff organise a stimulating range of activities for children. However, these are not always well timed. Many children find it difficult to follow instructions during the adult-led morning activities because they have been sitting down for an extended length of time and lose focus. Staff follow advice from professionals to help children that have speech and language difficulties. All children, including those who are learning to speak English as an additional language, develop clear speech. Pre-school children talk to adults about the toys that interest them. Children at the after-school club have animated conversations, for example, as they discuss their favourite football teams.

### **Outcomes for children require improvement**

Children are not emotionally as well prepared for the school environment as possible, due to weaknesses in how staff manage their behaviour. However, children do learn skills that will be useful to them in the future. They can write their own names and other familiar letters. They learn to risk assess activities, such as when they stay within the tracks on their bicycles to avoid knocking their friends over.

## Setting details

<b>Unique reference number</b>	EY345454
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1092936
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Horns Drove Community Pre-School
<b>Registered person unique reference number</b>	RP522597
<b>Date of previous inspection</b>	21 May 2015
<b>Telephone number</b>	02380 737207

Horns Drove Community Pre-School and R.A.S.C.A.L.S (Rownhams After School Club and Learning School) registered in 2007. The pre-school opens Monday to Friday from 9am until 3pm, during term times. R.A.S.C.A.L.S opens Monday to Friday from 3pm until 6pm, during term times. The holiday club runs from 8.30am until 6pm. The pre-school receives funding for the provision of free early education for children aged three and four years. There are 10 members of staff working with the children. This includes one member of staff with a qualification at level 5. Three members of staff hold qualifications at level 3 and four members are qualified at level 2.

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