

Inspection of St Andrew's Preschool Ashton

Tulketh Road, Ashton-on-Ribble, Preston PR2 1EQ

Inspection date: 14 March 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being and education are compromised due to the ineffective implementation of risk assessments at this setting. Leaders have failed to ensure that they manage the risks that they have identified. When the heating system in the main room that children use started to not work efficiently, leaders did not take sufficient action. Children spend some parts of their day in the heated outdoor area. However, leaders have not adapted their provision to ensure that when children play for extended periods indoors, it is maintained at an appropriate temperature as recommended by health and safety legislation. This fails to ensure that children are not exposed to risks.

The individual needs of children are not known by staff. Leaders have not ensured that children have a key person, who understands their needs and how to effectively support them. Staff do not effectively use observations of children's learning to support them in finding out what children know and can do. This means that staff are not able to use their interactions with children to target their individual next steps in learning.

The curriculum does not build on what children know and can do over time. Although children enjoy a range of activities, staff are not clear what they want children to learn or how these experiences link to previous learning. Children are not making the progress they are capable of, particularly children who speak English as an additional language (EAL), and those with special educational needs and/or disabilities (SEND).

Despite the weaknesses in this setting, staff interact positively with children. They provide children with a lot of praise and support them to understand the routines and expectations. When children hear the bell ring, they stop and listen carefully to the staff as they explain how children can help to tidy up. Children are keen to engage with the nurturing staff and enjoy the games they play with them. For example, they giggle as staff pretend to eat an invisible sandwich at lunchtime. Children enjoy the friendly interactions.

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

- Following registration, there have been a number of staff changes, including within the management team. This has hindered the ability of leaders to implement an effective key-person system. Children do not have an identified adult, who is able to ensure that their care and education is tailored to their needs. This does not support children to settle quickly and to build secure relationships when they start at the setting. Furthermore, this does not ensure that teaching is differentiated to meet children's needs.

- Leaders do not ensure that effective arrangements are in place to support children with SEND. Targeted plans are not in place for children who have been identified as needing support in key aspects of their development. Staff do not know enough about the needs of these children to be able to effectively support them. Children with SEND do not get the help they need to make optimum progress from their starting points.
- Leaders have failed to implement regular supervision for staff. They have not ensured that staff have been trained to implement an effective curriculum that meets every child's needs. Although staff have completed statutory training, such as safeguarding and paediatric first-aid courses, they have not received training that has focused precisely enough on teaching and the curriculum. This does not help staff to improve the quality of their practice over time.
- Leaders fail to implement their intended curriculum, which focuses on children's emotional development. They have not sequenced the curriculum to build children's knowledge and skills over time. Consequently, activities are not well-matched to children's levels of development and do not sustain children's attention.
- Leaders have not implemented their intended strategies for supporting children with EAL, including the provision of visual aids to support children's understanding. They have failed to train staff to understand how to support these children, and have not considered ways for them to use their home language in the setting. This means that the needs of children with EAL are not met effectively.
- Assessment arrangements are poor. Leaders do not ensure that staff use observations of children's learning to support them in understanding what children know and can do. Furthermore, leaders do not ensure that the required progress checks are carried out when children are between two and three years of age. This does not ensure that any concerns about a child's development are identified early. It does not enable staff to be able to plan learning experiences that support children's development. This does not support good progress.
- Leaders have not ensured that they use additional funding, such as early years pupil premium, effectively. They have not used this funding to support children in the aspects of their learning that will make the biggest difference to their progress. This does not ensure that children are well prepared for the next stage of their development.
- Staff promote reading consistently throughout the setting. They enthusiastically read aloud to children and encourage them to explore books. Children gather round as they notice an adult reading. They focus intently on the book and talk about what has happened in the story. This aspect of the curriculum for literacy is having a positive impact on children's enjoyment of some learning.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have failed to safeguard children from identified risks to their health and welfare. They have failed to assess the risk associated with the ineffective heating

system. Leaders have failed to respond swiftly enough to address this issue, which means children and staff play and work in premises which leaders know are too cold to maintain their good health and well-being. However, other aspects of safeguarding are better managed. Leaders have robust recruitment systems in place to ensure that children are only cared for by staff who are suitable. Staff receive regular training on child protection. They understand the signs that may indicate children are at risk of abuse. They know what actions to take if they have concerns about children's welfare or about the conduct of a colleague.

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
ensure all staff are able to identify and respond swiftly to identified risks to children's safety and welfare, so that the premises remain suitable	28/03/2023
implement effective arrangements to support children with SEND, in line with the Special Educational Needs Code of Practice	28/03/2023
implement an effective key-person system, so that each child has a key person who understands their needs and how to support their next steps	28/03/2023
ensure that training and coaching provides staff with a deep understanding of the curriculum and how to improve the quality of their practice	28/03/2023
implement regular supervision sessions, which provide time for staff to discuss their key children, seek guidance on how to promote their individual needs and obtain coaching on their personal effectiveness	28/03/2023

demonstrate how swift action will be taken to ensure that the premises can be maintained at a suitable temperature when used by children.	28/03/2023
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
devise and implement a well-sequenced curriculum that meets the individual needs of all children, so that they make the progress they are capable of	11/04/2023
ensure that children with EAL have opportunities to develop their home language as well as reaching a good standard in the English language	11/04/2023
ensure that staff use observations of children's learning effectively, to support them in planning for children's next steps	11/04/2023
ensure that the required progress check is carried out when children are between two and three years of age	11/04/2023
use additional funding effectively, such as early years pupil premium, to help all children make the progress they are capable of.	11/04/2023

Setting details

Unique reference number	2695895
Local authority	Lancashire
Inspection number	10281455
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Buchanan, Charlotte
Registered person unique reference number	2695896
Telephone number	07731511458
Date of previous inspection	Not applicable

Information about this early years setting

St Andrew's Preschool Ashton registered in 2022. There are currently five staff working directly with children, four of whom have appropriate early years qualifications at level 3 or above. This includes a qualified teacher, a higher level teaching assistant and a member of staff with a degree in education and professional studies. The setting is open from Monday to Friday, 8.30am to 4pm, term time only. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the setting.
- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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