

# Inspection of Blackmore Community Preschool

Village Hall, Nine Ashes Road, Blackmore, INGATESTONE, Essex CM4 0QW

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Inspection date: 21 November 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety and welfare are compromised because the provider shows an insufficient understanding of their responsibility to meet the safeguarding and welfare requirements of the early years foundation stage. They demonstrate a poor knowledge and understanding of the pre-school's safeguarding policy and procedures. Furthermore, they fail to inform Ofsted of changes to individuals that make up the registered body. The pre-school co-managers do not understand the provider's role in reporting safeguarding concerns. The provider does not complete sufficient monitoring or supervision of the co-managers or pre-school to ensure its safe and efficient running. These weaknesses potentially place children at significant risk of harm.

Children behave well. They are aware of staff's high expectations for behaviour. Children are confident to explain the well-established pre-school rules and use sand timers appropriately to manage sharing and turn taking with their friends. Staff are good role models. They praise and encourage children effectively, even for the smallest of achievements. This has a positive impact on children's self-esteem and confidence. Children are happy and settled. They listen well to staff. Children understand how to interact appropriately and respond to others.

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

- The provider is unaware of their legal responsibility. They fail to implement the pre-school's safeguarding procedures to keep children safe. For example, the provider is unaware of the procedure to follow if an allegation of abuse is raised against a member of staff. Furthermore, the co-managers are not fully aware of the provider's role in reporting such concerns to the appropriate professionals.
- The provider has failed to inform Ofsted of a new individual linked to the registered body. As a result, Ofsted has not completed vetting procedures to help ensure that all adults who have responsibility for the pre-school are suitable. This potentially puts children at risk.
- The co-managers complete regular supervision and appraisal meetings for the staff team. They encourage staff to identify their own training needs and carry out regular peer-on-peer observations to support their good quality of teaching. However, the provider fails to implement appropriate arrangements for the supervision of managers to ensure that they are supported and able to promote the continuous development of the pre-school.
- Staff support children to remember what they have learned from previous activities and encourage them to use this knowledge in new situations. For example, staff talk to children about their recent butterfly topic, as they enjoy looking for a range of bugs and creatures in the outside area.
- Children learn about the importance of healthy lifestyles. They benefit from

healthy snacks and follow good hygiene routines. Children have good opportunities for fresh air and exercise. They explore the small but well-planned outside area and enjoy spontaneous activities, such as a pretend pop-up ice cream shop. This promotes children's imaginative skills.

- Staff promote the use of mathematical language during activities and experiences. For example, during play they introduce words such as 'higher' and 'taller' to support children's understanding. Children are interested in role play. For example, they confidently make up their own games and stories in the home corner. However, there are less opportunities for children to develop their natural curiosity of how things work.
- Children develop good skills for future learning. They listen attentively to staff during registration, learn to develop clear speech, use sign language and look at books for pleasure. Children have good opportunities for making marks. There are books and pencils around the pre-school for children to use independently. This promotes children's early literacy skills. However, on occasions, staff do not adapt their teaching to provide further challenge for the most able children.
- Partnerships with parents and other professionals are strong. Parents speak highly of the pre-school team. They comment on how approachable staff are and what good relationships their children have with key staff. Children leave their main carers with ease and settle quickly at activities when they arrive. This demonstrates that children are settled and feel secure.
- Staff observe children closely and assess their learning. They regularly review children's progress and use this information to plan activities and experiences that interest children. The co-managers use additional funding appropriately. For example, they ensure that children with special educational needs and/or disabilities are supported effectively with one-to-one care and consideration.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has completed basic child protection training, but their knowledge of the pre-school safeguarding policy and procedure is weak. The provider does not know what to do in the event of an allegation being made against a member of staff. The co-managers have completed safeguarding training. However, they are not fully aware of the provider's role in the event of an allegation being made. The provider's failure to ensure that safeguarding procedures are followed potentially places children at significant risk of harm. Nonetheless, staff's awareness and understanding of the safeguarding procedures are strong. All staff attend regular safeguarding training. They demonstrate knowledge of possible signs and symptoms that may indicate a child is at risk of harm and they know how to report such concerns to the appropriate persons. Furthermore, staff prepare children with the knowledge they need to keep themselves safe, for example while using technology.

## What does the setting need to do to improve?

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

	<b>Due date</b>
implement an appropriate safeguarding policy and ensure that the provider and co-managers know the procedure to follow if an allegation is made against a member of staff	19/12/2019
provide Ofsted with details of all individuals connected to the registered body, to ensure that suitability checks can be completed	19/12/2019
implement appropriate arrangements for the supervision of managers to ensure that they are supported and able to promote the continuous development of the quality of the setting.	19/12/2019

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

- adapt activities and experiences to further challenge the most able children
- enhance opportunities for children to develop their curiosity of how things work.

## Setting details

<b>Unique reference number</b>	EY417581
<b>Local authority</b>	Essex
<b>Inspection number</b>	10074620
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Blackmore Community Pre-School
<b>Registered person unique reference number</b>	RP903422
<b>Telephone number</b>	07972 810218
<b>Date of previous inspection</b>	12 May 2016

## Information about this early years setting

Blackmore Community Preschool registered in 2005. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The pre-school opens on Monday, Tuesday and Thursday from 9.15am until 3.15pm, and on Wednesday and Friday from 9.15am until 12.45pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jo Rowley

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with one of the pre-school co-managers and evaluated the quality of teaching.
- The inspector held a meeting with the pre-school provider and co-managers. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of 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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