

Inspection of Quorn Nursery School

Church Lane, Quorn, Loughborough, Leicestershire LE12 8DP

Inspection date:

6 July 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised. Some staff are not sure in their knowledge of child protection procedures and how to recognise signs that child may be at risk of harm. The manager does not ensure supervision is used to identify weaknesses and to target support and training effectively.

All children, including children with special educational needs and/or disabilities (SEND), enjoy their time in the setting and use the toys and equipment well to support their own play and ideas. They enter eagerly and settle quickly to their chosen play. Children with SEND have fun as they explore with paint. They like the texture of the paint and show enjoyment as they smooth their fingers through this and use flowers to print patterns on paper. Expectations for learning for those children with SEND are not high enough. Sometimes, children with SEND wander aimlessly around without staff engaging with them. Consequently, children with SEND are not learning to engage and concentrate on their play. Even so, they build secure relationships with their friends and staff. Children chat easily to staff and visitors and become engrossed in the range of play opportunities available to them. For example, they sit at the craft table and create junk models linked to their own ideas. In the mud kitchen they make 'frothy coffee' for staff and the visitors.

Most children are confident and show positive self-esteem. Children are praised when they succeed in learning something new or remembering something they have learned. However, children with SEND have less experience of praise as staff do not have the knowledge and skills to engage them in learning activities. All children listen to and follow instructions from staff, and are independent. They take off their coats and hang them up as they arrive, place their packed lunch on the trolley and use the toilet unaided. Children really enjoy being outside as well as being physically active in the hall. While outside, younger children use sticks to create marks in the mud, supporting their literacy and physical skills. Younger children enthuse and gasp with delight as they use a bubble wand to make bubbles and watch these disappear over the fence.

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

- Supervision procedures to support and monitor staff's practice have recently been revised. However, this is not embedded in practice in order to identify gaps in staff knowledge and skills. As a result, the manager has not identified significant weaknesses in some staff's knowledge of child protection procedures or how best to support children with SEND. Despite this, staff morale is positive and the manager has a secure, clear vision to raise the quality of the provision.
- The manager has recruitment procedures in place to ensure that all staff who work with the children are suitable to do so. She has appropriate Disclosure and

Barring Service records in place to show that staff have no convictions or cautions. However, the records to evidence safe recruitment, such as references or identification checks, were not accessible on site or available for inspection. This means it is not clear how recruitment procedures ensure staff are suitable.

- Staff have adapted the curriculum to extend children's experiences. They identified that during the COVID-19 (coronavirus) pandemic, children had become less focused and more prone to throwing or not caring for toys and equipment. Staff have replaced plastic cups, pots and play food in role-play areas with real items, such as tea cups and glassware, to help children understand how to use these in their play. As a result, children use items carefully and tell each other to 'be careful' when handling these.
- Staff help children to develop their speaking skills. They ask children questions during their play to aid their thinking and allow appropriate time for them to respond. For example, staff ask children what they need to use when making junk models to help things stick together. Children respond, 'glue' or 'sticky tape'.
- Parents speak highly of the whole staff team. They comment on how well their children have settled since returning to the pre-school and of the care and commitment shown by all staff. Parents share their child's skills from home when they start, which staff use to extend and build on their experiences. However, some parents feel that there could be more shared with them about how their children learn or how to continue with their child's learning at home.
- All children learn how to manage risks well. They climb up and down stairs safely and with ease. Staff remind children of the dangers of running too fast in the hall and suggest an organised game to prevent bumps and falls. This leads to children playing safely as they slither across the floor, as they pretend to be worms and hop and jump as they pretend to be frogs.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have a secure understanding of how to safeguard children from harm. Their knowledge of the areas of abuse and awareness of the 'Prevent' duty guidance 2015 is poor. Furthermore, although the manager describes appropriate recruitment procedures in order to assess the suitability of staff, no records were available at inspection to evidence this. Staff do ensure, however, that children are cared for in a safe and secure environment and supervise them well. They undertake regular risk assessments to ensure children are safe.

What does the setting need to do to improve?

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

	Due date
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ensure all those working with children have a thorough understanding of the safeguarding policy and procedure, in order to be able to identify children who may be at risk of abuse	03/08/2021
ensure a record is kept of the vetting processes that have been completed and that it is easily accessible and available for inspection	03/08/2021
improve arrangements for the supervision and monitoring of staff practice, to identify weaknesses and to target support and training effectively	03/08/2021
improve the quality of support and interactions for children with SEND, to ensure every child learns to the best of their ability.	03/08/2021

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

- improve information sharing with parents to ensure they receive information about their children's progress so that they can support learning at home.

Setting details

Unique reference number	EY453336
Local authority	Leicestershire
Inspection number	10151463
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	32
Number of children on roll	42
Name of registered person	Quorn Pre-School Limited
Registered person unique reference number	RP531959
Telephone number	01509415552
Date of previous inspection	10 March 2020

Information about this early years setting

Quorn Nursery School registered in 2012 and is located in Quorn, Leicestershire. The setting opens Monday to Friday from 9am until 3pm during term time. The setting employs five members of staff, three of whom hold early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a learning walk and a tour of the pre-school with the manager.
- The inspector discussed the range of activities on offer to children with the manager and the impact of these on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to several 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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