

Inspection of East Leake Pre-School Playgroup

The Old School, School Green, East Leake, LOUGHBOROUGH, Leicestershire LE12
6LG

Inspection date: 14 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children are not safe as staff do not have the knowledge to enable them to identify concerns about children's welfare. Children are exposed to risks as they play in the outdoor area. Occasionally, younger children lose interest in activities because staff do not understand what children need to learn next. Therefore, they do not provide appropriate experiences. Younger children are not given the time to think and respond to questions they are asked. They do not benefit from the training staff have had in this area.

Older children do not always benefit from learning which is tailored to their needs as staff do not know what they need to learn next. However, older children enjoy building a den outside. They are asked to recall what materials they used at home to build the same thing. Children think about what resources they have available to them and are supported by staff to try them out. Children understand and follow the routines of the day. Older children confidently take part in group time and count how many of their friends are present that day. Younger children sit and take turns to choose songs that they will sing next.

Children enjoy many of the activities and experiences on offer in the setting. They squeal with delight as they describe that the long grass they are walking through is tickling their legs. Children have secure attachments with staff; they run and hug them as they leave the pre-school for the day. Children of all ages behave well. They ask their friends if they can join in with their play. Children feel valued as their artwork, which is linked to a religious festival, is displayed on the wall. However, children are not supported to understand the meaning of different cultures and beliefs.

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

- Leaders and managers do not ensure that staff understand their safeguarding responsibilities. Staff are not aware of the 'Prevent' duty guidance intended to keep children safe. Staff are not aware of the signs which could indicate that a child is being exposed to extreme views or illegal cultural practices, such as female genital mutilation. This means that children are at risk of harm as staff are not able to identify concerns about a child's welfare.
- Staff do not ensure that the areas children access are safe. During the inspection, a grate in the outdoor area, which contained water, was opened by children. Children were placing their hands and resources into the water. Staff failed to recognise this risk until it was highlighted to them.
- Staff benefit from regular meetings with leaders. They have the opportunity to talk about their workload and discuss concerns that they may have about children. Staff are listened to and action is taken to address any concerns. For

example, the committee now takes an active role in communicating with staff following feedback. However, leaders and managers do not ensure that the training staff have received is having a positive impact on younger children's development. For example, staff ask closed questions in quick succession, which hinders children's language and communication development. Staff do not use the knowledge learned from recent courses to support the younger children's communication and language further.

- Staff do not always know what older children need to learn next, particularly when the child's key worker is not available. Staff do not have enough knowledge about children's different abilities, therefore, they do not extend the children's learning. Staff provide opportunities for older children to develop fine motor skills as they line up shapes. Staff introduce vocabulary, such as the word rotate, and encourage the children to turn the shape a little bit more until they successfully match the shapes together.
- Leaders know what they want the younger children to learn, however, staff do not have enough understanding of the children and how to extend learning. This results in children losing interest in activities and walking off.
- Staff provide children with a variety of activities to help prepare them for future life. Activities provided by staff support children to understand democracy as they vote for stories. Children sit patiently and wait their turn to say that they are present. However, staff do not support children well enough to learn about what makes us different. For example, children draw a picture for Eid but they do not learn about what this celebration means.
- Staff provide children with experiences which broaden their personal development. Children who do not have extended families experience friendships with a different generation as they visit a local care home. This also supports children to feel part of the community. Since the COVID-19 (coronavirus) pandemic, they have spoken via a video call to maintain contact.
- Staff in the pre-school room are preparing children for the next stage in their learning. When children struggle to open packets as part of their lunch, staff remind children to pinch and pull the packet. Children manage to do this and are praised for doing so, which builds their self-esteem. Staff support younger children to recognise their name on the table at lunch time. Staff congratulate them when they do this.
- Leaders work in partnership with parents and other professionals. They support those children with special educational needs and/or disabilities and invite those working with the children to visit the pre-school. Staff have successfully adapted how they communicate with parents due to COVID-19. Leaders use funding appropriately to further enhance the provision for those children eligible. They use children's interests to guide them on the resources and activities they provide to broaden children's development.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have the knowledge to keep children safe. They are unable to identify

if a child is being exposed to extreme views or behaviours. Hazards are not identified and, therefore, action is not taken by staff to remove the risk. This increases the chances of children getting hurt. However, staff do carry out regular head counts of children when they go on outings. When children have accidents at the pre-school, a record of the accident is completed, and staff have the required first-aid qualification to enable them to respond appropriately.

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 that all staff understand their safeguarding roles and responsibilities and are able to identify if a child is at risk of being exposed to extreme views and behaviours and female genital mutilation	20/09/2021
ensure that risks are identified and action is taken to minimise these risks	20/09/2021
monitor staff practice more closely to support their professional development, in order to raise the quality of education to the highest level.	20/09/2021

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

	Due date
ensure that staff know what children are able to do so that next steps in children's learning are meaningful	11/10/2021
ensure every child is offered appropriate challenge to build on their skills and learning further	11/10/2021

help younger children to develop their thinking and speaking skills, to build further on their communication and language development	11/10/2021
help children to develop knowledge and understanding about different faiths and cultures.	11/10/2021

Setting details

Unique reference number	EY408951
Local authority	Nottinghamshire County Council
Inspection number	10147464
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	36
Number of children on roll	50
Name of registered person	East Leake Playgroup Committee
Registered person unique reference number	RP911358
Telephone number	01509 559926
Date of previous inspection	11 February 2020

Information about this early years setting

East Leake Pre-School Playgroup is located in East Leake, Leicestershire and registered in 2010. The pre-school employs 18 members of childcare staff. Of these, four hold an appropriate early years qualification at level 6, twelve hold level 3 and one holds level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am to 3.30pm, with an option for a morning session from 8.50am to 11.50am, a lunch club session from 11.50am to 12.50pm and an afternoon session from 12.50pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christy Dave

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 provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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 provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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