

# Inspection of The Kindergarten (Salford Priors)

Salford Priors C E Primary School, School Road, Salford Priors, Evesham,  
Worcestershire WR11 8XD

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Inspection date: 25 June 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

Although relationships between children and staff are, in the main, generally positive, on occasion, where there has been extreme behaviour, staff have not acted appropriately to manage it or follow up on possible causes. As a result, children are not fully safeguarded, nor are they supported effectively as they learn to manage their own feelings and behaviour. At times, there has been a significant impact on other children's feelings of security. That said, staff recognise this and take steps to ensure that children are comforted and disruption to learning is minimised.

Staff gather some information from parents about what their children already know and can do before they start at the setting. However, they do not use this information as effectively as they could to ensure that children make the best possible progress from the outset. Once children start at the setting, staff observe and assess them and plan activities that support their learning and development, especially their language and communication.

Children separate from their parents and settle quickly into their play. They initiate conversations with staff and at times involve them in their play. Children enjoy looking at books and sit alone or with their friends as they look at familiar stories. Children play in a secure environment. They understand that they need to wash their hands regularly and learn to be independent in their own personal care. Staff incorporate children's individual care routines into the day. They acknowledge children's efforts and achievements.

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

- Weaknesses identified at a previous inspection, relating to safeguarding children, have emerged again due to staff not maintaining an appropriate level of safeguarding awareness. Staff do not always recognise when there might be a concern about a child. Where they observe a significant change in a child's demeanour, staff take action to try to manage the resulting behaviour, but they do not consider that it may indicate a safeguarding concern and make the appropriate referrals. Consequently, some children do not receive the support they need to ensure their safety and well-being.
- The management of children's behaviour is inconsistent. Staff do not always deal with inappropriate behaviour well enough. That said, most children generally behave well. They are learning to share, take turns and listen to what other people have to say without interrupting. Staff recognise children's good behaviour. Children receive stickers for their good behaviour and in recognition of their achievements.
- Staff do not use the information they gather from parents about what their child

can already do before they start at the setting, to inform planning and help children to learn. However, in the main, the setting provides a curriculum that supports individual children's learning and development needs well. Support for language and communication is a strength.

- There is an established key-person system in place. Key persons have a secure understanding of children's levels of achievement and use this to provide interesting activities both inside and outdoors.
- The setting is clean, bright and welcoming. The organisation of the room affords children plenty of space to move around and be active. Children have daily opportunities to be physically active outdoors. They use wheeled toys and other equipment, including small tools in the mud kitchen, and make different sounds on music boards.
- Parents report that they are pleased with the care provided and that their children are settled and enjoy being in kindergarten. They like the fact that staff keep them informed about their child's progress in their learning and development and give them ideas for continuing their child's learning at home.
- Children feel confident to share their ideas and voice their opinions. They enjoy building an aeroplane out of chairs and cardboard boxes. Children recall experiences they have had, such as going on a journey, and staff encourage all children to be involved. They make wheels for their aeroplane from foil dishes and create their own passports and boarding passes for their journey. Older children form the letters of their names, and staff support those who are less confident to make marks.
- Staff receive regular supervisions and annual appraisals from the manager. They undertake peer observations, share information on a daily basis and plan together as a team. Professional development opportunities are discussed and staff attend required training, such as paediatric first aid.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Staff do not always follow the correct safeguarding procedures when there are concerns about children. Although staff attend training to help them identify the signs that may indicate a child is at risk of abuse and neglect, they sometimes fail to put this into practice. They know which agencies they need to contact if they are concerned about a child in their care. However, they do not always seek advice or support from these agencies to ensure children's safety and well-being. This puts or leaves children at risk of harm. Children play in a safe and secure environment. Staff complete daily risk assessments and regularly practise the fire evacuation procedure with the children, so they know what to do in the event of an emergency.

## **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:**

	<b>Due date</b>
ensure that leaders and staff understand that they must notify agencies who have statutory responsibilities without delay where there are concerns about children's safety or welfare	12/07/2021
ensure that all staff fully understand how to implement safeguarding procedures to keep children safe	12/07/2021
ensure that staff undertake appropriate training to enable them to recognise how to support children's behaviour; particularly with regard to helping them to manage their own feelings and behaviour	12/07/2021
develop procedures for using information gathered from parents at the start of their child's placement to help inform the starting points in their learning more effectively.	12/07/2021

## Setting details

<b>Unique reference number</b>	EY297174
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10198891
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Malpass, Sara Louise
<b>Registered person unique reference number</b>	RP512119
<b>Telephone number</b>	07778 898 996
<b>Date of previous inspection</b>	15 September 2017

## Information about this early years setting

The Kindergarten (Salford Priors) registered in 2005. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and the manager holds a level 6 qualification. The nursery operates during term time only. It opens Monday to Thursday from 8am until 6pm, and Friday from 8am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracey Boland

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk and discussed how the curriculum is organised.
- The inspector spoke with staff, parents and children during the inspection.
- The inspector completed a joint observation with the manager of the setting.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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