

# Inspection of Bradworthy Pre-School

Bradworthy Primary Academy, Mill Road, Bradworthy, HOLSWORTHY, Devon EX22 7RT

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Inspection date: 21 July 2021

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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 are not sufficiently safeguarded. The staff team does not have a secure understanding of safeguarding and how to ensure families get the help they need. They do not implement the local safeguarding partnership procedures to record and monitor concerns and do not take sufficient action to protect and prioritise children's welfare.

Children benefit from some stimulating and enjoyable activities that build on what they know and can do. However, some children play for large parts of the day without the necessary input from staff to support and challenge them to learn more. This limits the opportunities for children to explore and investigate their ideas, become immersed in activities and develop a positive attitude to learning.

The manager has reviewed the settling-in sessions as a result of the COVID-19 (coronavirus) pandemic and has made changes that have a positive impact on children's emotional well-being when they first attend. Children play happily alongside others, behave well and form close relationships with staff.

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

- Despite all staff completing safeguarding training, they do not implement child protection procedures effectively and do not keep children safe. Staff recognise signs that children may be at risk and share any concerns with leaders. However, they do not record or monitor these and, as a result, do not give sufficient attention to patterns of concerns. The designated safeguarding leads do not report concerns to the relevant authorities to protect children and ensure they and their families receive the help they need.
- The manager does not ensure that all those with lead safeguarding roles understand the procedures to follow in the event of an allegation against a member of staff. Consequently, some leaders do not know how to manage any concerns about adults working at the pre-school.
- Some staff have a weak understanding of wider safeguarding matters, with particular regard to female genital mutilation. They cannot protect children successfully from this abuse because they are not aware of the signs that indicate children may be at risk.
- The manager and staff do not have high expectations for children's learning throughout the day. Staff set out toys and resources they know the children like and plan some stimulating activities. For example, children enjoy learning about the pollution of oceans and how to use tools, such as a potato peeler. Staff teach them new words, such as 'decomposing', to extend their vocabulary. However, during large parts of the day, staff do not plan activities or provide children with the support they need. On these occasions, although children play

happily, they do not develop their skills and knowledge.

- Staff know their key children well. They make accurate assessments of children's progress to monitor their development and identify gaps in learning. However, staff do not make sufficient use of this information to plan a curriculum that is challenging enough.
- Staff are positive role models, demonstrating how they wish children to behave. They make their expectations of behaviour clear to children. Staff remind children to use good manners and they help them learn to share and take turns. Children express themselves clearly, make friends and play well with others. For example, when children who are riding bikes get stuck, their friends offer to push them.
- Children demonstrate feelings of security at the pre-school through their high levels of confidence. They initiate discussion with visitors and have a go at managing their self-care. For example, children try to pour drinks at snack time and take themselves to the toilet without support.
- Links with parents are effective. The manager and staff provide enjoyable activities for children to do at home with their parents. The manager uses additional funding to target gaps in children's learning and involves the parents in this process. However, the manager does not work in partnership with other settings attended by children and does not find out about children's care and experiences elsewhere to ensure consistency.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff do not have a robust enough knowledge of how to safeguard children. They do not do enough to monitor children's home experiences and they do not ensure that families get the help and support they need. Children's safety is at risk because some staff do not know enough about wider safeguarding matters or what to do should there be concerns about a member of staff.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure all staff, including the designated safeguarding leads, understand and follow the safeguarding procedures, including how to record and act on concerns about children's welfare	11/08/2021

ensure those with designated safeguarding roles have a secure knowledge and understanding of the allegations procedures	11/08/2021
improve staff's knowledge and understanding of wider safeguarding matters, with particular regard to female genital mutilation	11/08/2021
ensure the curriculum is ambitious and provides children with challenging learning experiences to help them make good progress consistently	11/08/2021
improve partnerships with other settings that are attended by children to ensure consistency in their care and learning.	11/08/2021

## Setting details

<b>Unique reference number</b>	106302
<b>Local authority</b>	Devon
<b>Inspection number</b>	10072265
<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>	14
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Bradworthy Playgroup Committee
<b>Registered person unique reference number</b>	RP517761
<b>Telephone number</b>	01409 241365
<b>Date of previous inspection</b>	12 January 2016

## Information about this early years setting

Bradworthy Pre-School registered in 1970. It operates from a building in the grounds of Bradworthy Primary Academy. The pre-school is open 8.45am to 3.15pm on Monday, Tuesday, Thursday and Friday, and 8.45am to 12.45pm on Wednesday, during term times. The pre-school employs four staff, including the manager. The manager holds a qualification at level 6 and the staff team hold relevant qualifications at level 2 and 3 respectively. The pre-school receives early education funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a tour of the pre-school during a learning walk to discuss how she plans and delivers the curriculum.
- The inspector spoke with parents and took their views into consideration.
- A meeting was held with the manager to discuss the running of the pre-school, during which the inspector also sampled documentation.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
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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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