

Inspection of Brandon Preschool

The Brandon Centre, Bury Road, Brandon, Suffolk IP27 0BQ

Inspection date: 10 September 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 do not experience broad and challenging opportunities to learn. When taking part in activities, they often do not benefit from adult support due to the poor deployment of staff. Children are left to play on their own and, although they are happy to move between activities, staff fail to provide suitable support to enhance their learning. Children show little focus or concentration and quickly disengage from activities. More skilled staff try hard as they move between different activities to engage children. However, they lack support from colleagues. There is little depth to children's learning as staff only briefly interact with them before moving on.

Children's learning needs are not met as staff do not know them well enough. Staff's expectations for children do not match their abilities. Older, more capable children are asked to make animal sounds when they recognise an animal in a picture, rather than staff extending their vocabulary. Staff question younger children about colour but do not give them the opportunity to respond.

Staff's lack of engagement with children means that sometimes, children disrupt their friends' play. Some children try to complete a floor puzzle outdoors while others ride over the puzzle on their scooters. Despite this, children are generally polite. They listen to staff and follow their instructions.

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

- The culture of safeguarding in the pre-school is poor. Leaders do not ensure that all staff have a secure knowledge of safeguarding policies and procedures. While leaders do hold some discussions with staff about safeguarding, they do not act on any identified gaps in staff's knowledge or check to ensure they maintain their knowledge over time. Staff who are new to the pre-school do not have an induction or training in child protection. Leaders do not ensure they understand the pre-school's policies and procedures. This places children at risk of harm if staff need to act decisively on a safeguarding concern.
- Leaders are unable to adequately maintain improvements that have previously been made. This demonstrates their poor capacity to improve. Despite being raised as an action at a previous Ofsted inspection, leaders do not ensure that effective arrangements continue to be in place for the effective supervision and support of staff. Poor staff practice is not acted on quickly enough. Staff do not receive accurate feedback about their performance and there are no plans in place to help staff to continually improve. Consequently, this has a negative impact on children's experiences and learning in the pre-school.
- Children's key people do not all adequately fulfil their roles and responsibilities. They do not have an accurate overview of children's capabilities or have plans in

place to build on what children already know and can do. When changes are made to a child's key person, limited and sometimes inaccurate information is shared. This means that children's continued progress is disrupted and delayed.

- Staff prepare a host of activities for children, including opportunities to engage in physical play outdoors. However, staff do not spend enough purposeful time with children supporting them to engage in activities in meaningful ways. This is because staff do not know children well enough or what they need to learn next. Consequently, children do not develop their concentration skills or ability to focus for extended periods. In addition, leaders do not target additional funding where it would have the most impact for children. Instead, it is used to upgrade and update resources with no consideration of the impact this will have on those children to whom additional funding is targeted.
- The pre-school's policies and procedures are not fully implemented. Safeguarding policies and procedures are poorly understood by some staff. Leaders do not follow their own complaints policy. They do not keep relevant records of parent complaints to help them to reflect on provision and improve experiences for children. Weaknesses in provision are not quickly identified or addressed.
- Parents comment positively about how their children settle into the pre-school. They are reassured by the exchange of information they have with staff, including prior to their children starting.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure that all staff understand the pre-school's safeguarding policies and procedures. Some staff have a poor understanding of how to identify different areas of abuse or how to report concerns about adults who work with children. They lack knowledge of wider aspects of safeguarding that could have a negative impact on children's welfare. Leaders generally understand procedures they must follow to report concerns. However, in some situations, delays to reporting concerns may occur as they do not show how they would act quickly and decisively. This has a significant impact on children's safety and welfare. Despite this, leaders do follow safe recruitment procedures to ensure staff are suitable to work with children.

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:

	Due date
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train all staff to understand and implement the safeguarding policy and procedures and ensure they have an up-to-date knowledge of safeguarding issues	24/09/2021
put in place effective arrangements for the supervision of staff in order to promptly identify and act on weak practice and drive continued improvement	10/12/2021
ensure all staff receive induction training to help them understand their roles and responsibilities and the pre-school's policies and procedures	08/10/2021
implement an effective key-person system to ensure children's needs are met and learning is tailored to their needs	10/12/2021
ensure all staff plan suitably meaningful and challenging experiences for all children, based on their individual needs and stages of development	10/12/2021
implement a robust complaints policy and keep a written record of any complaints and their outcome.	24/09/2021

Setting details

Unique reference number	251423
Local authority	Suffolk
Inspection number	10198965
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	57
Name of registered person	Brandon Pre-School Playgroup Committee
Registered person unique reference number	RP906831
Telephone number	01842 810913
Date of previous inspection	16 January 2019

Information about this early years setting

Brandon Preschool registered in 1997. The setting employs 10 members of childcare staff, nine of whom hold relevant early years qualifications at level 2 or above. The setting opens from Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. A lunch club operates from 11.30am until 12.30pm. A breakfast club operates from 8am until 8.30am. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

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 on the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- Children spoke to the inspector about the activities they were engaged in.
- The manager and the inspector jointly observed and evaluated a spontaneous activity.
- Parents spoke to the inspector about their children's experiences at the setting and the information that staff share with them.
- The manager, the provider's nominated individual and the inspector held a meeting together. The inspector looked at a sample of documents, including evidence of staff's suitability.

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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