

Inspection of Elston Pre-School

Top Street, Elston, Newark NG23 5NP

Inspection date: 9 September 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. This is because not all the people who have responsibility for the leadership of the pre-school have had their suitability checked by Ofsted. Furthermore, the manager and staff failed to take swift action to report concerns, which arose relating to children's welfare. Children are cared for by staff who have not been subject to the full range of appropriate suitability checks. Supervision of staff is not used to identify strengths and weaknesses in staff knowledge and to discuss staff well-being.

Children enjoy themselves at the pre-school. They are happy to be there. Almost all children come in full of smiles and immediately start playing. Staff greet the children with genuine warmth, asking 'Who is this on your t-shirt?' Despite being a little unsettled, children new to the pre-school appreciate the one-to-one attention they receive and seek out staff to play with them. This helps to develop their confidence and self-esteem.

Children behave well. They have lots of opportunities to play together and practise taking turns and sharing. Children respond positively to staff, who sensitively and consistently support those young children who are beginning to learn new skills. Children relish the opportunity when staff give them responsibilities, which they carry out with pride. For example, children give out the fruit at snack time and help to collect the cups at the end of snack time.

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

- The registered person has not followed the correct procedures to supply Ofsted with information regarding all members of the committee, to enable suitability checks to be carried out. These committee members take an active part in the running of the pre-school, for example, they are responsible for the recruitment of new staff. This compromises children's safety and welfare.
- The registered person, manager and staff do not implement the safeguarding policy in line with local safeguarding partnership guidance. They do not report concerns regarding children's welfare quickly enough. This fails to keep children safe and does not support their well-being.
- The manager and a committee member do understand safe recruitment procedures. Not all staff have had the required checks, such as references, to establish their suitability.
- The manager has scheduled supervision meetings to support and monitor staff's knowledge and well-being, but they have not yet been implemented. This means the manager is not able to identify gaps in staff knowledge and skills, or to establish if staff are happy in their work at the pre-school.
- Staff have a strong curriculum focus on developing children's personal, social,

and emotional skills. They are mindful that children have spent a long time with their families, missing out on friendships with other children during the COVID-19 (coronavirus) pandemic. Equally, there are lots of new, young children, who are seeking to develop their confidence and security in their new surroundings. Children show high levels of curiosity as they play alongside their peers with familiar toys that staff have picked out to spark their interest and enjoyment, such as dinosaurs.

- Staff help children to develop their communication and language, which is a strength of the pre-school. Staff skilfully help children to engage in conversations. For example, staff pretend they do not know the name of dinosaurs, children say, 'it's a Spinosaurus'. Staff repeat children's attempts at language, using the correct pronunciation. Another example is when staff engage children in conversation about their home life as they prepare a pretend tea party.
- Staff appreciate the importance of developing and encouraging children's independence, especially in supporting self-care. For example, staff encourage children to wash their hands before snack. Furthermore, staff support children to pour their own drink at snack time. These are skills they may not practise independently at home and they contribute to being ready for school.
- Staff have thought carefully about the environment and resources. They provide equipment that encourages children to explore and build on what they already know. For example, children who have an interest in building have lots of opportunities to become engrossed. They dress up in building themed tabards and hats and use tools to pretend to saw and hammer. This helps to promote their imaginative skills and bring their own interests into their play and learning.
- Staff encourage children to develop their own ideas. For example, children send water down two drainpipes that are not joined and the water escapes. Staff ask, 'What do you think we could do to stop the water coming out?' Children experiment before they settle on bringing the pipes closer together. This helps children feel confident to problem solve and experiment with their own ideas.
- Parents speak positively about the pre-school. They appreciate the regular communication through electronic means. Parents say they can see the improvement in their child's speaking skills and confidence since starting at the setting.

Safeguarding

The arrangements for safeguarding are not effective.

The registered person does not have a good enough understanding of the procedure to follow, to ensure that Ofsted is aware of changes to committee members and is able to complete suitability checks. Safe recruitment procedures are not consistently used when appointing new staff. The manager and staff do not have a secure knowledge of the implications of not acting promptly on concerns about children's safety and well-being.

Staff are vigilant in their supervision of children throughout the day. For example,

when staff leave an area they alert colleagues that they are going. This contributes to children's safety. At the end of a session, staff cleanse the resources with anti-bacterial spray. This helps to minimise the probability of cross-infection and supports health and well-being.

What does the setting need to do to improve?

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

	Due date
ensure that Ofsted is provided with the necessary information to enable suitability checks on all committee members to be completed	15/10/2021
ensure all safeguarding concerns about children are reported swiftly, in line with local safeguarding partnership guidance and procedures	15/10/2021
ensure safe recruitment procedures are followed, including obtaining references	15/10/2021
improve arrangements for the supervision and monitoring of staff to identify strengths and weaknesses in their knowledge and to discuss well-being.	15/10/2021

Setting details

Unique reference number	EY554076
Local authority	Nottinghamshire County Council
Inspection number	10174261
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	18
Name of registered person	Elston Preschool CIO
Registered person unique reference number	RP554075
Telephone number	01636 525849
Date of previous inspection	Not applicable

Information about this early years setting

Elston Pre-School re-registered in 2017 and is located in Elston, Nottinghamshire. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the registered person received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the registered person and has taken that into account in her evaluation of the registered person.
- The manager and the inspector completed a learning walk of the pre-school together and discussed the early years curriculum.
- Staff and 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 inspector looked at documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took account of written feedback offered.

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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