

Inspection of Childrey Little Ducks Pre-school

Fletcher Pavilion, Playing Field, Childrey, Oxfordshire OX12 9NT

Inspection date: 13 September 2021

Overall effectiveness

Inadequate

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's welfare is compromised due to breaches of the safeguarding requirements that have a significant impact on their safety. Furthermore, some children who are new to the pre-school fail to receive the support they need to form strong bonds with adults in order to help them feel settled and secure in their new surroundings. As a result, some children do not settle well.

Children are cared for in a homely environment and have access to an attractive and secure outdoor area. Staff provide a range of interesting and natural resources. For example, children enjoy scooting cars down the bamboo marble run. However, staff fail to provide suitable challenge and support to all children in order to help them meet their next steps in learning. This means that expectations for all children are not always high enough and some do not make the progress they are capable of. Most children behave well and enjoy the activities. However, staff do not consistently provide all children with the support they need to help them understand why their behaviour may be inappropriate. Consequently, some children do not learn effectively about the importance of sharing and taking turns.

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

- The committee has not provided the new managers with required support during the COVID-19 (coronavirus) pandemic to help them fulfil their roles and responsibilities effectively. This has resulted in a decline in the quality of the provision. Although an action plan to address weaknesses in the provision has recently been implemented, this has not yet had time to become fully embedded in practice.
- Managers do not ensure that the mobile-phone policy is robustly implemented. They do not recognise the risk posed by staff using mobile phones to take photographs of children and do not have effective procedures in place to monitor how these are being used. Consequently, children's welfare is not safeguarded effectively.
- Staff do not implement the curriculum well at all times, and children are sometimes left to their own devices, without adult support. For example, when children show an interest in exploring the writing resources, staff do not step in to help them stay focused. As a result, some children wander around from one activity to another. This means that children do not always receive good adult interactions to promote their learning.
- Staff fail to challenge and support children to help them develop good attitudes to learning. For instance, at times, they do not respond appropriately when children ask for their help during freely chosen activities, in order to build on their interests.
- Children have regular opportunities to be creative. They mix paint to make new

colours and explore the feeling of glue as they paste tissue paper onto their artwork. Children enjoy listening to stories, which helps them to develop a love of reading. They make up their own versions of familiar books, such as 'The Gruffalo', which supports them to develop their imaginations.

- Children have lots of free choice and follow their own interests as they play with a variety of accessible resources. They learn about good eating habits as they enjoy their meals at tables set with cloths and cutlery. Staff are kind and caring and praise children regularly, which helps them to develop their self-confidence.
- Staff receive regular supervisions from the managers. They have no concerns about their workload and say they receive good support for their well-being. However, managers do not support staff as well as possible to ensure that they consistently implement the curriculum effectively. Managers use additional funding appropriately to help close gaps in disadvantaged children's learning.
- Staff support children's communication and number skills. For example, staff encourage children to take part in action and number songs, which children enjoy. However, staff do not effectively promote children's early understanding of how to keep themselves safe online. This means that they are not prepared as well as possible for their futures.
- Partnerships with parents are positive. Parents speak highly of the pre-school and feel that staff know their children well. They say that they are happy with the feedback they receive about their children, despite not currently entering the premises. Parents know that they can find information about their child's next steps on the online information-sharing platform. This means that they can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Managers do not always recognise when concerns about a child's welfare should be escalated to the appropriate authorities in order to promote their safety. Despite this, they ensure that staff have a clear understanding of the signs and symptoms that may indicate a child is at risk of harm. Furthermore, managers are unable to demonstrate that safe recruitment procedures have been followed for new staff. For instance, they do not confirm that documents received from the committee contain evidence that references have been taken up. Staff conduct regular risk assessments to help keep children safe on outings and supervise them carefully while they eat.

What does the setting need to do to improve?

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

	Due date
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ensure that all staff implement the pre-school's safeguarding policy and procedures effectively, particularly with regard to knowing when to make a referral about children's welfare	11/10/2021
make sure that the mobile-phone policy is implemented robustly to promote children's safety	11/10/2021
ensure that all appropriate checks have been undertaken for new staff to make sure they are suitable to work with children	11/10/2021
implement an effective key-person approach that helps children to feel secure and settle well when they first start attending	11/10/2021
ensure that staff receive support to implement the curriculum effectively and provide children with appropriate challenge in order to promote their learning and development	11/10/2021
ensure that staff provide children with high-quality interactions to support them to make good progress.	11/10/2021

To further improve the quality of the early years provision, the provider should:

- provide children with consistent support to help them learn how to manage their own behaviour
- support children to begin to understand how to keep safe online in order to help prepare them for their future.

Setting details

Unique reference number	EY495310
Local authority	Oxfordshire
Inspection number	10203812
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	18
Number of children on roll	34
Name of registered person	Childrey Little Ducks Pre-School CIO
Registered person unique reference number	RP904710
Telephone number	07763 975633
Date of previous inspection	28 March 2018

Information about this early years setting

Childrey Little Ducks Pre-school re-registered in 2015. It operates from The Fletcher Pavilion in Childrey, Oxfordshire. The pre-school opens Monday to Friday from 8.30am until 3.15pm, offering a variety of sessions during term time only. It receives funding to provide free early education for children aged two, three and four years. The pre-school currently employs five members of childcare staff, of whom three hold an appropriate qualification at level 3.

Information about this inspection

Inspector

Margaret Davie

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 inspector spoke with the nominated individual and managers about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The manager and inspector carried out a joint observation of an activity.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.

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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