

Inspection of Woolton Hill Preschool

The Church Hall, Woolton Hill, Newbury, Berkshire RG20 9XF

Inspection date: 4 October 2021

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

What is it like to attend this early years setting?

The provision is inadequate

Although children enjoy being at the pre-school, leaders demonstrate an insufficient understanding of their legal roles and responsibilities to ensure children's safety. They have failed to make sure all staff have an up-to-date knowledge of safeguarding issues and understand the procedure to follow in the event they have a concern about a child's welfare. In addition, they do not implement robust policies and procedures that ensure any concerns regarding children's welfare are acted upon quickly. Furthermore, leaders fail to ensure that all staff have sufficient supervision to fulfil their roles. This places children at risk.

Despite this, staff's expectations of what they want children to achieve is good. Children benefit from the high priority staff give to supporting children's speech and language skills. Children are curious and arrive with enthusiasm. They happily leave their parents at the main door, due to the COVID-19 (coronavirus) pandemic, and quickly settle to play. They take part in a range of learning activities and experiences. Children play cooperatively alongside each other and begin to form strong friendships from a young age. They seek out their friends and initiate imaginary play. For example, they use props and assign each other roles, such as waiting on tables in a café style.

Children behave well and display good levels of confidence. Staff provide a stimulating environment to support children to achieve well. For example, when children share out pizza puzzles, staff ask if they have used three slices, how many have they left, counting as they go along. Children are kind and respectful towards each other. They are supported to take good care of themselves and others. Children understand how to stay safe and know they can run outside. They follow the pre-school rules to use 'walking feet' inside.

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

- Children's safety is undermined. The practitioner with lead responsibility for safeguarding has not provided all staff with adequate support, to ensure they understand the indicators of potential harm to children. For example, preventing children from being exposed to extreme behaviours and views.
- The manager does not ensure that safeguarding policies meet the guidance and procedures of the relevant local safeguarding partners. As a result, staff have a weak understanding of the pre-school's safeguarding procedures. Some staff lack knowledge of how to notify relevant agencies with statutory responsibilities without delay. This means the team are unable to work together successfully and fail to protect children from potential harm.
- Staff comment that they feel valued and supported in their role. However, all staff, including the manager, do not receive effective support, coaching and

training to fulfil their roles, to identify and target weaker aspects of knowledge and improve their personal skills.

- Staff have a clear ambition for what they want children to learn as they move through the pre-school and leave to begin school. The environment is set up to help younger children settle and feel secure. Older children learn skills which prepare them for the next stage of their learning.
- Children enjoy looking at books and listen with interest as staff read familiar stories. They predict what might happen next in 'The Gruffalo'. Staff support children's emerging language skills well. They extend children's vocabulary by introducing new words and help children understand the meaning of the words.
- Children build meaningful friendships and enjoy each other's company. They work together to tidy away toys and resources. They are confident to do things for themselves and demonstrate good independence. Children receive praise and encouragement from the staff to reward them for their efforts.
- Staff know their key children well. They understand the importance of building on what children know. Staff find out about the experiences that children have at home and plan opportunities to broaden these. For instance, they ensure children are able to regularly explore the outdoors and they take them on walks in the local community.
- Staff provide activities to help children learn about similarities, between themselves and others. Children talk about the people in their life that are special to them. This helps children to learn to respect and value diversity.
- Parents are happy and express how much their children enjoy attending the pre-school. They are confident that their children are developing and are well cared for. Parents comment that staff effectively share information with them about their child's progress. This is through a range of ways, including parent meetings, newsletters, secure social media platforms and online learning records.
- Children make good progress in their physical development and learn to follow a healthy lifestyle. They develop their coordination and muscle control when they join in with action songs and explore paint and a variety of tools in different ways. Children develop the skills that they need for pencil control and early writing. They learn to value and respect a wide range of different cultures.

Safeguarding

The arrangements for safeguarding are not effective.

The designated lead for safeguarding has not attended an appropriate training course in line with requirements. Leaders do not have sufficient oversight of staff's safeguarding knowledge and have failed to ensure that the safeguarding policies are up to date with local guidelines. As a result, some staff do not understand wider safeguarding issues. For example, they are not clear how to report a concern about a child's welfare and are unable to identify signs that indicate a child or family may be at risk of radicalisation. Despite this, staff have sufficient knowledge of the basic signs and indicators of abuse and neglect. Overall, staff maintain a suitable environment for children, with appropriate safety checks to minimise

potential hazards.

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
ensure that the designated safeguarding lead practitioner has sufficient training and knowledge to implement the child protection policy effectively and support staff's understanding of safeguarding issues	15/10/2021
ensure that the manager and staff have sufficient understanding of the government's statutory guidance 'Working Together to Safeguard Children' and the 'Prevent duty guidance for England and Wales', with particular regard to being able to identify and respond to possible indicators of radicalisation and extremism	15/10/2021
gain an up-to-date knowledge of all safeguarding matters to ensure that the safeguarding policy and procedures are in line with the guidance and procedures of the relevant local safeguarding partners	15/10/2021
ensure all staff, including the manager, receive effective support, coaching and training to fulfil their roles, to identify and target weaker aspects of knowledge and improve their personal effectiveness.	15/10/2021

Setting details

Unique reference number	507954
Local authority	Hampshire
Inspection number	10207500
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	37
Number of children on roll	25
Name of registered person	Woolton Hill Pre-School Committee
Registered person unique reference number	RP519741
Telephone number	01635 254721
Date of previous inspection	26 September 2016

Information about this early years setting

Woolton Hill Preschool opened in 1983 and is managed by a parent committee. It operates from the church hall in the village of Woolton Hill near Newbury and is situated next door to the local infant school. The pre-school operates Monday to Thursday from 8am to 3pm, and on Friday from 8am to 12.30pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. All staff hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they monitor children's learning.
- The manager and the inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the deputy manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector reviewed relevant documentation, including staff qualifications, staff's records and evidence of paediatric first-aid training.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector had a discussion with leaders and members of the committee about the evaluation of the setting and plans for improvement. The inspector spoke with staff and children at appropriate times throughout the inspection.

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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