

Report for childcare on domestic premises

Inspection date: 4 October 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 is compromised. There are times when they are alone with staff whose suitability has not been assured. For example, when children use the toilet, they are accompanied by staff whose full suitability checks have not been completed.

Children arrive happy and separate confidently from their parents. They are excited to explore the outdoor learning environment the pre-school offers them. Children show a keen interest in minibeasts. They use magnifying glasses to look closely at ladybirds. Children practise their counting skills and accurately count the number of spots they can see on a ladybird. Children are physically active and develop good balance and coordination. They hold on to staff's hands for support on their first few attempts to walk across a wooden beam. Children receive encouragement from staff, which develops their confidence until they successfully walk across the beam on their own.

Children are confident and respond positively when they receive a 'high five' from staff for listening to and following instructions. They show positive behaviour and learn to share toys and to use good manners. For instance, when children find a toy dinosaur and pass it to another child, they receive a 'thanks' and a 'thumbs up' from the other child to show that they appreciate their kindness.

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

- Despite Disclosure and Barring Service checks being in place, the provider has not ensured that all necessary suitability checks have been completed for some staff, before they are left alone with children.
- The provider has an overview of all children's abilities. This helps him to identify where children may need additional support in a particular area. For example, he identified that some children needed further support with their mathematical skills, such as to count a group of objects, so he introduced more opportunities to count during everyday activities.
- Staff support children with special educational needs and/or disabilities well through partnership work with other professionals and parents. Children are supported by staff who know them well and know how to support their individual needs.
- Children develop good social skills that will help them with future learning. They show positive relationships with staff and their peers. Children go to staff for cuddles and to sit on their knee. Staff encourage children to form friendships with their peers. This particularly benefits new children who have just started. For example, children play a game of hide and seek and when they find their friends, they are excited, throw their arms in the air and say, 'We found you'.

- Occasionally, staff do not support children to extend their thoughts and problem-solve during play activities. For example, when children struggle to hammer golf tees into a pumpkin, staff do not encourage them to think about and understand why they are not succeeding.
- The provider and staff promote positive behaviour and encourage children to learn what is expected of them. They praise children for their individual achievements, for example for helping to tidy away toys and for sitting with staff.
- Parents speak highly of the pre-school. They say that children are 'loved and happy'. They praise staff for the support they give children and how they are kept informed about their children's learning.
- Staff enhance the experiences children receive at home. They are aware that some children do not have opportunities to learn about how food grows and how it is cooked. Because of this, staff provide activities where children help to plant and grow vegetables in the garden and take part in cooking the food they harvest.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not assured. At times, staff are left unsupervised with children prior to their suitability checks being completed. That said, the provider and his staff are able to identify the signs of possible abuse and neglect. This includes if children are drawn into extreme views and beliefs. Staff understand how to follow the safeguarding policies and procedures to report concerns about children's safety. Staff risk assess the environment to promote children's safety. For instance, they ensure that children wear sun hats when they play outside in hot weather. This helps to promote sun safety and children's good health.

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 staff are not left alone with children until all relevant suitability checks have been completed.	05/10/2021

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

- strengthen staff's understanding of how to extend children's problem-solving skills during play.

Setting details

Unique reference number	EY549095
Local authority	Lincolnshire
Inspection number	10191298
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	21
Registered person unique reference number	RP549094
Date of previous inspection	Not applicable

Information about this early years setting

Pillarwood Farm Pre-School registered in 2018 and is situated in the grounds of the provider in Edenham, Bourne. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds a qualification at level 6, and one holds qualified teacher status. The pre-school opens from Monday to Thursday during term time and occasionally during the school holidays. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the provider and administrator and has taken that into account in her evaluation of the pre-school.
- The provider and the administrator completed a learning walk of all areas of the pre-school with the inspector and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the provider.
- The inspector held a meeting with the provider and the administrator. She reviewed relevant documents and evidence of the suitability of staff working in the pre-school.
- Feedback from parents was gathered through discussions, and the inspector took account of their views.

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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