

# Inspection of Carrington Pre-School

2 Chapel Road, Flackwell Heath, High Wycombe, Buckinghamshire HP10 9AA

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Inspection date: 30 November 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children demonstrate that they feel happy and secure at the setting. They are confident to access resources independently. They engage in learning well and enjoy the opportunities staff carefully plan for them. For instance, children enjoy imaginative play as they buy a ticket to travel on the 'bus and happily take part in singing songs as they 'travel'. Although children are not significantly at risk, there are occasions where staff do not supervise the children as closely as they should, such as while they are eating and during changes to routines.

Children become confident communicators. Staff provide opportunities for children to learn new language skills through songs, stories, rhymes and sign language. Children hear a ringing bell and know that it signals time to stop and listen. For instance, they follow instructions to tidy the garden before going back inside for snack time. Children receive caring interactions from staff. However, at times, children are not given the time they might need to think and respond to staff's questions and share their own knowledge.

Overall, children behave well. Staff implement suitable strategies to support children's positive behaviour. They encourage children to talk about their feelings and emotions, and to share and take turns. Staff intervene when disagreements arise between children and remind them about the behaviour expectations.

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

- Staff structure the curriculum to support and build on what children know and can already do. Staff make ongoing assessments of children's achievements. Consequently, they know children well and understand their developmental needs and interests.
- Children demonstrate positive levels of well-being and self-esteem. They enjoy regular praise from staff and smile and clap as they hear about other children's new achievements, in 'magic moments', from home.
- All staff have worked hard to ensure that the setting is hygienic, considering the current COVID-19 pandemic situation. Overall, they have succeeded in doing this. However, during the inspection, staff did not remind children of good hygiene practises, such as catching their coughs when they are all eating together.
- Children begin to learn about nature as they discover objects, such as shells, sand and pine cones in the outdoor environment. Staff encourage children to describe how the objects feel to develop children's language skills. Occasionally, staff do not always give children the time they need to think and respond with their own knowledge.
- Managers and staff do not use risk assessments robustly enough to ensure that

potential risks to children are minimised at all times. For instance, staff do not always sit with the children when they are eating to keep them safe. In addition, they do not always check the outdoor environments to ensure these are safe before children go out to play. However, the setting is located on secure school grounds and staff are in hearing distance. Therefore, no children were at significant risk.

- The managers encourage staff to develop their knowledge and skills. They arrange regular training for staff. For example, they learn about using visual support materials effectively to promote children's communication skills. This is demonstrated regularly throughout the day and children use the signs in play and communication. Staff receive regular supervision meetings that help to support their roles and responsibilities and professional development.
- The staff team is established, and past recruitment procedures and ongoing checks ensure staff are suitable to work with children. However, there was no evidence at the inspection that the registered provider or management team have safer recruitment training.
- Children have plenty of opportunities to be physical. They take part in risky play outside as they enjoy running around chasing each other and playing on ride-on cars.
- Overall, parents speak positively about the pre-school and the staff. They feel that their children are happy and have made progress since starting at the pre-school, particularly with their language development.
- Staff, throughout the COVID-19 pandemic, have successfully reviewed and adapted their way of communicating with parents to help support children's learning at home. However, staff do not always share more sensitive guidance and support around children's behaviour and personal development as effectively.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training to ensure that they have a good understanding of a wide range of safeguarding issues. This includes how to identify and report signs of abuse. They know what to do if they have concerns about the behaviour of adults working with children. The premises are clean and hygienic. Not all potential risks to children's health and safety are assessed and managed appropriately. For example, access via the school to the pre-school was not fully secure. However, the managers promptly rectified this, during the inspection, to ensure that access to the pre-school premises was safe.

## What does the setting need to do to improve?

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

	<b>Due date</b>
ensure all risks and hazards to children's safety are consistently minimised, specifically in regard to close supervision of children when they eat and when children access the outdoor areas	03/12/2021
ensure all documentation is available for inspection, including evidence of safer recruitment training.	17/12/2021

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

- support staff in consistently encouraging children to follow good hygiene practices
- review the arrangements for sharing information with parents to provide more effective support towards children's behaviour and personal development
- give children the time they need to process their thinking skills and share their own knowledge and thoughts.

## Setting details

<b>Unique reference number</b>	EY555009
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10174713
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Carrington Pre-School CIO
<b>Registered person unique reference number</b>	RP555008
<b>Telephone number</b>	01628532811
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Carrington Pre-School registered in 2018 and is run by Carrington Pre-School Charity Incorporated Organisation. It is located in Carrington Infant School, in the village of Flackwell Heath, near High Wycombe, Buckinghamshire. The pre-school is open on weekdays, from 9am until 3pm, during school term times. It receives funding for the provision of free early education for children aged three and four years. The pre-school employs eight staff, of whom seven have relevant qualifications at level 3 and one is currently working towards level 2 qualifications.

## Information about this inspection

### Inspector

Helen Harnew

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- One of the managers led the inspector on a learning walk around the nursery. They discussed how the provision is organised to support children's care and learning.
- The inspector spoke to some staff, children and parents during the inspection, and took account of their views.
- The inspector carried out a joint observation of an activity with one of the managers. They discussed the quality of education and staffs' professional development.
- A sample of documents were viewed by the inspector, including records of staff suitability checks, safeguarding policies and paediatric first-aid certificates.
- The inspector met with the managers to discuss issues, such as recruitment, safeguarding and staff supervision.

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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