

Inspection of Bottesford Preschool

Bottesford Pre School, Barkestone Lane, Bottesford, NOTTINGHAM NG13 0AL

Inspection date: 5 January 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. The provider has not provided Ofsted with information about all persons on the management committee in a timely manner. Therefore, the suitability of these persons has not been established.

Despite weaknesses in leadership and management, children confidently leave their parents when they arrive at the pre-school. Children who are new to the setting are supported well by staff to quickly settle. All children are excited to access the different activities offered. Children learn to share and take turns when they want to ride on the same tricycle as others outdoors, they use a sand timer and are supported by staff to understand the words to use to tell other children that it is their turn. Children show kindness and are helpful to their peers. When they notice other children looking for a number eight in a tray of oats, they find it and pass them the correct number. Children enjoy having a sense of responsibility in the pre-school. When asked, they proudly ring a bell to inform their friends that it is time to tidy up the toys. Staff understand how children progress and help them to learn skills to support their future learning. For instance, they encourage children to sit well, listen and join in when staff sing and show them actions to songs. Outdoors, children show their imaginative skills. For instance, they tell staff that they need petrol in their tricycle. When staff ask children how much petrol they need, they reply, 'three hundred pounds'.

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

- The provider has not provided Ofsted with information about all members of the committee to enable suitability checks to be completed. These committee members take an active part in the running of the pre-school. For example, they have safeguarding responsibilities. Some staff say that they would share safeguarding concerns with committee members in the absence of the manager or if the manager did not act on their concerns. This puts children at risk.
- Staff actively promote children's positive behaviour. They give them lots of praise and encouragement. For example, when three-year-old children complete wooden puzzles, staff say, 'well done'. When two-year-old children play a game and knock containers over when promoted, staff clap their hands to praise their achievements.
- Staff find out about children's experiences at home. They use this information to broaden the experiences children receive in the pre-school. For instance, through talking to parents, staff are aware that some children have fewer messy play activities at home. Because of this, for example, they offer opportunities for children to explore the texture of paint. Children enjoy rolling toy vehicles through paint to make marks on paper.
- The manager and staff deliver the curriculum effectively to encourage children's

development. They understand how to sequence children's learning to help them progress. One example of this is that they provide children with opportunities in the garden to develop their strength, balance and coordination before encouraging them to use pedals correctly to ride a tricycle.

- The manager and staff work closely with parents and other professionals to support children with special educational needs and/or disabilities. They put targeted plans in place to help meet the needs of individual children. This includes to help children to develop their social interactions and communication with others.
- Overall, children learn how they can keep themselves safe. For example, staff help children to understand how to evacuate the pre-school and their home in the event of a fire. They introduce new firefighting phrases to help extend children's understanding of language, such as 'snuff a fire out'. Staff explain to children that it means to squash a fire and put it out.
- Staff use their interactions with children to help promote equality and diversity. They challenge stereotypical views. For example, when children tell them that a firefighter is a man, staff explain that firefighters can also be women.
- Parents comment positively about their children's experiences in the pre-school. They say that staff support them to liaise with other professionals regarding their children's individual needs. Parents comment on how staff support their children to interact with others.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to ensure that individuals associated with the provision, including the safeguarding representative, are suitable, which puts children at risk. However, the manager provides all staff with training about child protection and safeguarding. The manager and staff confidently fulfil their role to protect children from harm. This includes being able to recognise if children are at risk of harm, abuse or being exposed to extremist views or radicalisation. They know the procedures to follow, should they have concerns about a child's safety or welfare. Staff maintain a safe environment for children to play in by completing daily risk assessments, both indoors and outdoors. They remind children of potential hazards, such as when there is ice on the ground outdoors, to help children develop their understanding of keeping themselves safe.

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
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ensure that Ofsted is provided with the necessary information to carry out suitability checks on all members of the committee that make up the registered body.	12/01/2022
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Setting details

Unique reference number	223197
Local authority	Leicestershire
Inspection number	10138585
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	25
Number of children on roll	33
Name of registered person	Bottesford And District Pre School Playgroup Committee
Registered person unique reference number	RP905286
Telephone number	01949 844489
Date of previous inspection	16 March 2016

Information about this early years setting

Bottesford Preschool registered in 2000 and is situated in the grounds of Priory Belvoir Academy, Bottesford, Nottingham. The pre-school is independently run from the school. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early year's qualifications at level 2, two at level 3 and two staff hold qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, 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 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager intends 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 and the provider at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the pre-school with the inspector.

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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