

Inspection of Great Dalby Pre-School Playgroup

The Village Hall, Top End, Great Dalby, Melton Mowbray, Leicestershire LE14 2HA

Inspection date: 29 November 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised. This is because 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.

Children learn to share and take turns, such as when they throw and catch a ball with a member of staff. They show kindness to others and confidently play alongside their friends. Children take pride in their achievements and appreciate a sticker they receive from staff, proudly telling visitors, 'I was kind'. Children demonstrate positive relationships with staff. For instance, they show good imaginative skills when they tell staff that they are going to 'decorate them'. Staff sit on the floor, hold out their arms and pretend they are a Christmas tree. Children smile and laugh with delight as they drape staff with tinsel and hang baubles off their fingers. Outdoors, children are encouraged to explore and investigate ice and snow. They listen to questions staff ask them about what they can see hidden in the ice, such as leaves. Children are inquisitive and solve problems when staff ask them how they can release the ice from inside objects. Children learn about how they are feeling when, for example they draw facial expressions in snow. When staff ask them what makes them happy, children reply 'I am happy when Daddy takes me to the fair'.

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

- The provider has failed to inform Ofsted of changes to members of the management committee in a timely manner. The provider has not provided Ofsted with information about these members to enable suitability checks to be completed. These committee members take an active part in the running of the pre-school. For example, they are responsible for recruiting new staff and reviewing policies and procedures. This is a breach of legal requirements and compromises children's safety and welfare.
- Staff actively promote children's positive behaviour. For example, they remind them to use 'walking feet' when they run indoors. They offer children praise such as 'good teamwork' when children help each other to carry a bowl at snack time. However, staff do not always encourage children to follow the pre-school rules and boundaries during group times. This results in children talking at the same time and not listening to the views of others.
- Staff know the children very well. They use their good knowledge to help provide opportunities to enhance the experiences children receive at home. Staff provide children with pens, paper, glue and scissors to create art work, and opportunities to explore different media. Some children have fewer opportunities to see and learn about farm animals. Because of this, staff have created a small

window in the garden fence so children can see and hold discussions with staff about the horses and cows in the field next to the pre-school.

- The manager works closely with parents and other professionals to support children with special educational needs and/or disabilities. She puts targeted plans in place to help meet the needs of individual children, such as to help them develop their social interactions with others.
- The manager supports staff and ensures their well-being. Staff attend supervision and appraisal meetings to reflect on their practice. They extend their professional development to refresh their teaching practice. This is because the pre-school was closed for a period of time, due to the COVID-19 pandemic. Recent relevant online training helps to secure staffs' knowledge of how to support children to develop skills for future learning, such as their language skills. Staff talk to children when they play alongside them. They encourage children to learn and sing Christmas songs. Staff read children plenty of stories and encourage parents to continue to support children's love of books at home.
- The manager and staff plan and deliver the curriculum effectively to encourage children's development. One example of this is to help close gaps in children's mathematical development, such as to recognise and match numbers. Staff ask children to recognise the number they jump on when they play a game of hopscotch. When children are unsure, staff ask them to count the same number on their fingers. Staff extend this activity further and ask children to throw a die and to match the number on the die to the same number on the hopscotch game.
- Children learn how they can keep themselves safe. For example, staff read children stories to help them to understand about the potential risks when they use technology to access the internet. When children play outdoors in cold weather, staff ask children to recognise the potential dangers if they throw ice. Children say 'you might hurt someone'.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not informed Ofsted about new committee members to enable suitability checks to be completed. However, the manager and staff do understand other parts of their safeguarding responsibilities. They know how to identify the signs of abuse and neglect. This includes if children are being drawn into extreme views. The manager and staff know the agencies to contact if they have concerns about a child's safety. Staff supervise children well when they move from indoor to outdoor play. They carry out risk assessments to ensure that the environment is safe for children.

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 Ofsted is provided with information about any changes to the provision within 14 days	02/12/2021
ensure that Ofsted is provided with the necessary information to carry out suitability checks on members of the committee that make up the registered body.	06/12/2021

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

- support staff to consistently reinforce the rules and boundaries during group times, to help children to understand what is expected of them.

Setting details

Unique reference number	226329
Local authority	Leicestershire
Inspection number	10064441
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	20
Number of children on roll	19
Name of registered person	Great Dalby Pre-School Playgroup Committee
Registered person unique reference number	RP522973
Telephone number	07496 453602
Date of previous inspection	7 December 2015

Information about this early years setting

Great Dalby Pre-School Playgroup registered in 1992 and is situated in Great Dalby, Melton Mowbray, Leicestershire. The pre-school employs four members of childcare staff. Of these, one staff holds an appropriate early years qualification at level 2, two at level 3 and the manager who has level 4. The nursery opens during term time. Sessions are on Monday and Friday from 9am until midday and on Tuesday, Wednesday and Thursday from 9am until 3pm. 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 she 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 at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held a meeting with the nursery manager and a telephone conversation with the provider. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents and grandparents shared their views of the setting 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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