

# Inspection of Queniborough Pre-School Partnership

Queniborough Village Hall, Rearsby Road, Leicester, Leicestershire LE7 3DH

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Inspection date: 18 January 2022

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## **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 well-being are compromised. Although staff have completed relevant safeguarding training, they do not have a secure understanding of the indicators of abuse and the 'Prevent' duty guidance. As a result, children are potentially at risk of harm.

Children are well prepared for their future success. Staff provide a well-structured curriculum that is ambitious for all children and enables them to continually learn and gain further knowledge. Children make independent choices in their play, due to the well-organised indoor and outdoor environment. They demonstrate good attitudes to their learning and behave well, as they develop skills in preparation for their move on to school. For instance, children excitedly create their own cafe. They work cooperatively as they negotiate who should take on each role, such as washing the pots, setting the table and cooking the food. Staff stretch children's development and skills by suggesting they take customer orders on a notepad. Children confidently make marks on the notepad to record the orders.

Children have many opportunities to develop their early mathematical skills. Two-year-olds are keen to play a sock matching game and are encouraged by staff to find a 'pair' and peg them on the washing line. Three- and four-year-olds make cupcakes and talk with staff about how old they are. Staff support children to firstly count the number on their fingers, then find the correct number of candles for their cakes. Children show delight as they match the correct number of candles and sing happy birthday to each other.

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

- Children's safety is not assured. The manager has failed to ensure that staff have a secure knowledge and understanding of their role and responsibility to protect children and keep them safe. Not all staff recognise the indicators that may suggest a child is at risk of harm. This means staff could miss early signs and symptoms of abuse, including how to recognise when families may be at risk of being influenced by radical views.
- Children arrive at pre-school eager for their day to begin. They are met at the setting door, where they happily receive cuddles by the warm and welcoming staff. Staff actively promote positive behaviour. For example, when children are playing outdoors, staff remind them to take turns jumping on tyres. Staff praise them for sharing.
- Staff provide children with healthy and nutritious snacks. They use this time as a learning opportunity and hold conversations with children. For example, children confidently tell staff that washing their hands stops germs getting into their tummy, as that will make them ill. They talk with staff about healthy foods and

children know that they need to brush their teeth to keep them clean.

- Children with special educational needs and/or disabilities are supported effectively and staff monitor their development. They seek specialist advice to put early intervention plans in place, so all children make good progress. Staff run small-group activities for children who need additional support with their communication and language skills.
- Staff provide plenty of opportunities for children to develop the skills they need to move on to the next stage of their learning, such as being independent. Children take off coats and boots themselves and know where to put toys when they tidy them away. They serve themselves at lunchtime and clear away leftovers of food when they have finished eating.
- Children's physical development is supported well and in particular for their muscle strength and coordination skills. For example, two-year-olds ride their tricycles confidently around a track; three-year-olds carefully collect water in tubs so they can paint the fence with brushes, and four-year-olds use spades to dig up 'dinosaur bones' from the mud.
- Children eagerly take part in story and singing time. They enthusiastically join in with the actions to familiar songs. Staff use effective questioning techniques to engage children in the story and allow them time to suggest ideas and predict what may happen next. However, some children are taken out of the group to have their nappy changed. This interrupts children's learning and time to listen and engage with the story.
- The staff team help children gain and build on their knowledge and skills. Staff gather information from parents to identify that some children do not have experiences of sharing story time with their family. Because of this, books are sent home so children can share a story with family members and together develop a love of books.

## Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have a secure understanding of how to recognise the signs of abuse, including safeguarding concerns such as female genital mutilation and extreme behaviours. This puts children at risk of potential harm. That said, some staff know they must report concerns they have about a child's welfare. Staff implement risk assessments to ensure children can play in a safe environment. The premises are secure. Staff deploy themselves well to support children's needs and supervise them appropriately. The manager uses effective safer recruitment processes to ensure all staff are suitable to work with children.

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

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

	Due date
ensure all staff, including the manager, have a secure knowledge and understanding of their roles and responsibilities to protect children from harm, including the 'Prevent' duty guidance.	25/02/2022

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

- improve the nursery routines at story time, so children's learning is not disrupted.

## Setting details

<b>Unique reference number</b>	226290
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10106209
<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>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Queniborough Pre-School Partnership Committee
<b>Registered person unique reference number</b>	RP911091
<b>Telephone number</b>	07743243325
<b>Date of previous inspection</b>	5 June 2015

## Information about this early years setting

Queniborough Pre-School Partnership is based in Leicester and registered in 1997. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, and two at level 3. The pre-school opens from Monday to Friday, term time only. Sessions on Mondays, Tuesdays and Thursdays are from 9am until midday, or 9am until 1pm, or 1pm until 3pm. Sessions on Wednesdays and Fridays are from 9am until midday, or 9am until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan Hyatt

## 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 their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed how they intended to implement the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this had on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke to 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 pre-school manager. She reviewed relevant documentation and evidence of suitability of staff working in the setting.
- Feedback from parents was gathered through discussions. 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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