

Inspection of Badgemore Preschool

Badgemore Cp School, Hop Gardens, HENLEY-ON-THAMES, Oxfordshire RG9 2HL

Inspection date:

7 December 2021

Overall effectiveness

Requires improvement

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 arrive happily and are greeted by warm, caring staff. Due to the COVID-19 pandemic, parents no longer enter the building. Children separate well from their parents and carers. They benefit from a strong key-person system, which supports children to feel safe and secure and enables them to settle quickly.

The children move confidently around the setting and make choices about where they play and who with. They are well supported in doing things for themselves, such as wiping their noses, changing their shoes and putting on their own coats. However, not all children are supported well. Children with additional needs are left to explore the setting with little guidance from staff. This means that children do not always receive high-quality interactions to challenge them and help them build on what they already know.

Children benefit from the setting's strong ethos around stories and literacy. They enjoy using the lending library that has been established to share stories with their parents at home.

Children behave well. Staff support children to manage their own behaviour. For example, when playing on the bikes outside, children are reminded to 'be careful around our friends', and staff use words such as 'fast' and 'slow' to encourage this.

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

- Staff have developed positive relationships with all of the children and they engage in kind, nurturing and responsive exchanges with them. They have built attachments based on the strong key-person system in place. This supports children's emotional development and children will seek out their key person to read a story with or to sit with for reassurance. This is encouraged and the staff adapt their practice well to accommodate children's needs.
- Children are supported to develop good levels of independence. For example, when going outside, children change their own shoes and coats, with staff on hand to offer support if needed. Staff model some suitable hygiene practices, such as handwashing. Children are encouraged to be independent in their self-care, including using the toilet independently.
- Staff provide children with healthy foods and snacks. However, during mealtimes, some children get up from the table and walk around while eating food. This is not always noticed by staff right away. When staff do intervene, they make sure children remain seated to ensure their safety.
- The manager and staff have a sound idea of the curriculum and what they want children to learn. For example, staff carry out a colour-mixing activity with the children. They later read the story 'Elmer' together and staff draw links between

the activity and the story to build on children's learning. However, the curriculum is not robust enough to support all children. This includes those with special educational needs and/or disabilities (SEND) because children are not challenged to make the progress they are capable of. In addition to this, staff are not aware of and do not make use of assessment tools in place, such as the progress check on children aged two years, to inform planning.

- Staff comment that they feel valued and supported by the management team. Managers meet regularly with staff for supervisions, although this process is not fully effective as weaknesses in practice are not consistently identified.
- The children benefit from opportunities to go out into the community, such as trips to the library. This widens their experiences and builds on children's understanding of the world.
- The manager has developed excellent partnerships with parents and professionals. Staff work closely with parents to support children with settling in to the setting. Parents are positive and speak highly of the setting and the staff team.
- Staff interact with children and talk to them as they play. For example, they read stories to the children and sing songs. At times, children with SEND do not receive good-quality interactions from staff as they are too often left to their own devices to play, missing out on purposeful interaction. This means that not all children are making sufficient progress in their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of safeguarding and confidently talk about how they would identify if a child is at risk of harm. They understand how to report these risks to appropriate agencies. All staff receive regular safeguarding training from their manager. This helps them to develop an understanding of wider safeguarding issues, including extremism. Staff carry out regular risk assessments of the environment. However, these are not always used effectively to remove hazards immediately. Accidents and injuries are recorded and monitored effectively to highlight any patterns and inform any changes in risk assessments or practice.

What does the setting need to do to improve?

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

	Due date
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ensure all risks and hazards to children's safety are identified, removed and minimised, specifically in regards to children eating	08/02/2022
improve staff implementation of the curriculum to ensure that all children receive the support they need to make good progress.	08/02/2022

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

- provide staff with effective monitoring that identifies and targets weaknesses in their practice in order to raise the quality of the provision to a consistently good level.

Setting details

Unique reference number	2535282
Local authority	Oxfordshire
Inspection number	10208564
Type of provision	Childcare on non-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	30
Number of children on roll	30
Name of registered person	MNS Kids Limited
Registered person unique reference number	RP534087
Telephone number	07779785287
Date of previous inspection	Not applicable

Information about this early years setting

Badgemore Preschool registered in May 2019. It operates from within Badgemore School in Henley-on Thames, Berkshire. The pre-school is open each weekday from 7.30am to 6pm for 45 weeks of the year. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs five staff.

Information about this inspection

Inspector

Natalie Atkins

Inspection activities

- This was the first routine inspection the provider 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.
- The manager and the inspector completed a learning walk of the play areas and discussed the manager's intentions for children's learning.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The manager and inspector carried out a joint observation during an adult-led group activity.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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