

Inspection of Condover Pre-School

Condover Pre-School CIO, Condover, Shrewsbury, Shropshire SY5 7AA

Inspection date: 27 January 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Although children demonstrate that they feel safe and secure in their surroundings, their safety is not adequately assured. Trustees lack knowledge of their responsibility to notify Ofsted of changes to the nominated individual/manager. They have failed to complete documentation to ensure that the relevant checks have been carried out by Ofsted to determine the suitability of some of the trustees who are involved in the recruitment process.

Children are greeted by staff at the door with a friendly smile and a welcoming manner. Children enter the setting confidently and readily engage in conversations with staff and their peers. Parents drop off children at the main door, an adaptation that has been introduced in response to the COVID-19 pandemic.

Children have access to a wide range of resources. They engross themselves in play and enjoy telling staff and their peers about what they are doing. Children are developing their imagination and problem-solving skills. For example, they work out how to build a home for their toy animals out of wooden blocks and other resources.

Children are confident. They persevere and are keen to try new things. They are supported by staff who know them well and are attentive to how they are feeling and their personal needs.

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

- The acting manager, who was previously the deputy, has worked hard, in the two weeks that she has been in post, to bring the staff team together after a period of change and to provide consistency for the children. This has been supported by the trustees. There is a clear vision for the curriculum, that is shared and continually developed by the staff, children, parents, and trustees. Staff attend professional development courses to ensure their knowledge is kept up to date.
- Staff work closely with the school and other settings children also attend. They meet with the teaching staff to discuss the skills that will support the children when starting school. This feeds into the pre-school's curriculum planning and is evident in their strong focus on communication and language, and personal, social, and emotional development.
- On the whole, children behave well. They understand the rules and routines of the pre-school and respond to instruction. For example, when being reminded to use walking feet inside or being asked to line up to wash their hands for snack. However, there are times when children are standing or sitting for extended periods while waiting for their peers. This results in some children losing

concentration and quickly becoming restless.

- Children demonstrate a positive disposition to learning by actively engaging in activities that extend their knowledge, such as differentiating the initial sounds of words. They show perseverance. For example, when completing a jigsaw or sweeping up bark that is blowing around outside.
- Staff have a good knowledge of all the children, including those with special education needs and/or disabilities. They have begun to introduce signing, and use assigned funding to support better outcomes for those who receive it. Staff work well with parents and external agencies. However, with the recent change in staff, the key-person system is not yet embedded fully to ensure that all parents know who their child's key person is.
- Parents speak highly about the pre-school. They comment about the caring, relaxed atmosphere and the knowledge that the staff have of their children's developmental needs. They welcome suggestions from the staff for activities to support their children's learning and development at home. For example, support and guidance through the process of toilet training, or activity suggestions for children who need help developing their fine motor skills.
- Children are learning about what makes them and others unique. They are developing independence. For example, staff actively encourage them to put on their coats without support. They understand the need for good hygiene practices, such as washing their hands after wiping their nose or before having snack. Staff encourage children to make healthy choices. For example, children are encouraged to bring in fruit to share on their birthdays rather than cake.

Safeguarding

The arrangements for safeguarding are not effective.

The trustees have failed to notify Ofsted of changes in the nominated individual, who was also the manager. In addition, some of the trustees have not submitted the appropriate consent forms to allow Ofsted to complete suitability checks on them. While they do not have direct contact with the children, some trustees have been involved in decisions regarding recruitment of staff, when their own suitability has not been verified. That said, they do not carry out recruitment alone, so the impact of this on children is somewhat minimised. Staff working with children have a robust knowledge of the signs and symptoms of abuse, types of abuse, and the procedure to follow if they have a concern about a child in their care. Staff carry out ongoing risk assessments with the children while they play and have systems in place to identify hazards and minimise risks.

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 trustees submit appropriate forms to Ofsted to allow suitability checks to be carried out.	28/02/2022
---	------------

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

- review the organisation of daily routines, so that children are always fully engaged, and their learning is not disrupted
- embed the key-person system fully and keep parents informed of who their child's key person is.

Setting details

Unique reference number	2565533
Local authority	Shropshire
Inspection number	10219611
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	28
Name of registered person	Condover Pre-School CIO
Registered person unique reference number	2565532
Telephone number	01743873518
Date of previous inspection	Not applicable

Information about this early years setting

Condover Pre-School registered in 2019 and is located in Condover, Shropshire. It is open Monday to Friday, term time only, from 9am until 3.30pm, with 'early bird' opening from 8.45am. The pre-school has three members of staff, all of whom hold appropriate level 3 qualifications in childcare. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Vicki Aldred

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 setting and has taken this into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the manager and a trustee about the leadership and management of the setting. The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on the children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interactions between staff and children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022