

Inspection of Rettendon Pre-School

The Memorial Hall, Main Road, Rettendon, Essex CM3 8DS

Inspection date: 10 January 2022

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Children are not kept safe as staff's knowledge of safeguarding is poor. Staff do not know or understand the procedure to follow if they have concerns about a child.

Despite this, children are greeted warmly by staff. They settle well and form secure attachments to staff and firm friendships with each other. Children are kind and considerate. They patiently wait their turn to stack blocks onto a large tower. Children work together to decide which blocks they need to make the tower look like a castle. They show good levels of self-control and awareness of others. Children delight in staff's enthusiasm when playing. Staff get down to children's level, make them laugh and build on what the children already know and can do.

Children enjoy learning through play. They help each other decide which coloured resources need to go in what tray, matching the correct colours and using plastic tweezers to move each object. Children thrive on praise from staff. Children develop their awareness of the world around them. They have access to a range of toys and resources that are tailored to their individual needs and interests. Children use toy stethoscopes to listen to their doll's heartbeats. Staff explain to the children what hearts are and how they work. Children are well behaved and listen well to staff. Staff show children kindness and respect and role model good manners. Children develop their hand and finger muscles. They cut, roll, slice and press materials, such as play dough. This helps prepare them for skills, such as holding and controlling a pen.

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

- The provider's poor understanding of safeguarding means she is unable to monitor the manager's or staff's practice effectively. She does not understand the procedures to follow to raise a concern about a child or what to do if a member of staff acted inappropriately with the children. This means children are not kept safe.
- Staff have a poor understanding of the pre-school's safeguarding policy and procedures. Staff are unable to identify safeguarding concerns. They do not know what action to take if they have a concern about a child or the practice of a member of staff.
- The provider and manager fail to ensure that staff understand safeguarding procedures. Although staff have completed some safeguarding training, their skills in this area are not monitored. Therefore, any gaps in their knowledge are not identified or acted on.
- Induction procedures are not effective. New staff are not supported to understand the provision's policies and procedures, such as safeguarding. Therefore, they are not aware of their roles and responsibilities to enable them

to keep children safe.

- The manager has made changes since the last inspection to the curriculum and how play and learning is implemented. This has had a positive impact on how staff engage and interact with children.
- Children are introduced to new mathematical concepts through play, such as predicting and problem-solving. They excitedly guess how far across the room the bandage will stretch before they unravel it. Children persevere in figuring out how to unwind the bandage from around the toys. Staff add mathematical language into play, such as 'over' and 'under', when children are jumping across the bandage.
- Staff engage children in purposeful and positive interactions. They identify opportunities to incorporate children's interests and home life into learning experiences. Staff skilfully ask children questions that help promote their speech and language skills well. Children excitedly talk about what they did at the weekend and persevere to say words that are difficult for them to pronounce.
- Partnership with parents are successful. Staff inform parents of children's progress and how they can support learning at home. Parents comment that their children's confidence has grown since attending the pre-school.
- Children with special education needs and/or disabilities make good progress. Staff promptly identify gaps in children's learning. Staff work well with parents, so that children have consistency between home and the pre-school.
- Staff understand the importance of focusing on children's health. They plan activities that encourage children to learn about healthy foods and why they are good for them. Children delight in talking about pizzas and naming healthy options to put on them, such as mushrooms and peppers.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and staff have a poor understanding of how to safeguard children. They do not understand the pre-school's safeguarding policy and procedures. Although they can recognise some signs and symptoms of abuse, they do not know the appropriate action to take if they have a concern about a child. Staff, including the provider, are not able to recognise what would constitute inappropriate behaviour from a member of staff or know how to report their concerns. Furthermore, staff are unaware of their responsibility to report concerns to outside agencies if they believe their concerns are not being listened to by the manager or provider. The manager demonstrates basic safeguarding knowledge. However, she has not ensured and monitored that staff understand their roles and responsibilities in this area.

What does the setting need to do to improve?

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

	Due date
implement a policy and procedures to safeguard children, that include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff	10/02/2022
ensure that the designated safeguarding lead provides support, advice and guidance to staff on an ongoing basis on any specific safeguarding issue as required	10/02/2022
train all staff to understand the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues, training made available must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way	10/02/2022
ensure that all staff receive induction training to help them understand their roles and responsibilities, with particular regard to safeguarding knowledge and skills.	10/02/2022

Setting details

Unique reference number	203895
Local authority	Essex
Inspection number	10213829
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	25
Number of children on roll	20
Name of registered person	Rettendon Preschool Committee
Registered person unique reference number	RP519132
Telephone number	07762909351
Date of previous inspection	7 November 2018

Information about this early years setting

Rettendon Pre-School registered in 1997. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The pre-school opens from 9am until 1pm from Monday to Wednesday, and from 9am until midday on Thursday, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daniella Adams

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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation of an activity.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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