

Inspection of Newton Flotman Pre-School

Newton Flotman Village Centre, Newton Flotman, Norwich, Norfolk NR15 1PT

Inspection date: 27 January 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The children's safety and well-being are not prioritised. The trustees and their staff do not have a secure enough understanding of their responsibility to promote children's safety and well-being. However, teaching and learning is good, and staff are working well with children and parents.

Children arrive at the setting excited to see the staff and their friends and quickly settle to their self-chosen play. Staff implement gentle handovers for children whose parents cannot come into the playroom because of COVID-19 infection measures. Children who are new to the setting are supported by their parents to hang up their coats before being taken by staff to join in play. Children demonstrate that they feel safe as they interact with staff and happily invite them into their play.

Staff have high expectations of children's behaviour. They pay close attention to children's individual needs, including children with special educational needs and/or disabilities (SEND). Children behave very well. When they struggle to play alongside others, staff offer gentle support. They teach children to voice their frustrations and work together to reach an agreement.

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

- There are significant weaknesses in safeguarding practice that compromise children's welfare. For example, staff do not fully understand and implement the safeguarding policy. Not all staff understand how to escalate safeguarding concerns if the designated safeguarding lead fails to act to protect a child. This significantly compromises children's safety and risks leaving them at risk of potential harm.
- The trustees do not have a clear oversight of the day-to-day running of the setting. They have failed to provide adequate support for the interim manager and staff. Consequently, they have not made sure that they have a full understanding of the weakness in safeguarding practice. This does not promote the well-being of either the staff or the children.
- Arrangements for the supervision of staff are not in place. They do not receive targeted training and guidance to help them to fully understand and implement the setting's safeguarding policies and procedures. As a result, trustees are unaware of the gaps in staff's knowledge and understanding. In addition, trustees do not check the continued suitability of staff, or volunteers who cover for staff's absence, to work with children.
- Arrangements for recording and storing information are not fully in place. Most notably, trustees and the interim manager have not developed a robust system for recording safeguarding concerns. They are not aware of local safeguarding

partnership advice and guidance. They do not ensure that they comply with the Data Protection Act. Some records relating to complaints are not available for inspection.

- Records of how additional funding for children is allocated are not kept. Consequently, the interim manager is unable to explain how it has been used to support children. Nevertheless, the interim manager and staff work closely with other professionals, parents and agencies to provide suitable support for children with SEND. They make accurate assessments of all children's level of development. They use these well to plan on what children know and and can do.
- The interim manager and staff have worked hard during a period of turmoil to offer children good quality learning experiences. Children are confident and independent learners as they engage in the stimulating range of activities provided. Children learn to make friends and cooperate with their peers, supported by attentive staff.
- Children make up stories as they play that they are keen to share with staff and visitors. They draw pictures of their families and giggle as they make up fantastic tales. Staff are interested playmates and extend children's thoughts and ideas through skilful questioning and shared attention. Children learn to evaluate and review their work.
- Children benefit from healthy snacks and robust hygiene procedures, such as taking regular drinks and frequent handwashing. They learn good habits that will support their health in later life.
- Staff naturally weave mathematical concepts through their conversations with children. For instance, they support them to notice who they have drawn as the biggest and whether one person is in front of or behind another. Children learn the skills and language needed to begin supporting their understanding of mathematics.
- Children, generally, develop good levels of speaking and listening. However, staff do not understand how best to support those children who speak English as an additional language. Staff gather useful information, such as key words in children's home language. Although, they lack the knowledge and confidence, to explain to parents how their children's home language continues to play an important part in developing effective communication skills. This means that this group of children may not make the best possible progress in their speaking and listening.

Safeguarding

The arrangements for safeguarding are not effective.

The trustees and staff do not have a clear understanding of the actions they need to take should a child be at risk of harm. Staff do not know that they should raise safeguarding concerns with the relevant bodies if they think that the trustees or safeguarding leads are not taking appropriate action to safeguard children.

Induction that covers safeguarding is not in place for volunteers who work with children. Checks to ensure the continued suitability of staff and volunteers that

work with children are not in place. This does not protect children's welfare.

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
fully implement the setting's child protection policy and procedures to safeguard children	28/03/2022
provide staff and volunteers with safeguarding training to ensure that they have an up-to-date knowledge of safeguarding matters and understand how to identify and respond to child protection concerns	28/03/2022
implement robust systems to record all current and emerging child protection concerns in line with local safeguarding partnership guidance	28/03/2022
implement robust systems to check the continued suitability of staff and volunteers working with children	28/03/2022
implement effective supervision for the interim manager, staff and volunteers who work with children that fosters continuous improvement	28/03/2022
ensure that all records of complaints and outcomes are available for Ofsted to inspect	28/03/2022
ensure that suitable arrangements are in place to comply with the Data Protection Act.	28/03/2022

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

- improve staff's knowledge and understanding of how to support children who are learning English as an additional language

- implement a robust system to record and evaluate how funding for children is spent and measure its impact on children's outcomes.

Setting details

Unique reference number	254189
Local authority	Norfolk
Inspection number	10113223
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	26
Number of children on roll	27
Name of registered person	Newton Flotman Pre-School Committee
Registered person unique reference number	RP523649
Telephone number	01508470680
Date of previous inspection	21 January 2016

Information about this early years setting

Newton Flotman Pre-School has been registered since 1977. It operates from the Village Centre in Newton Flotman, Norfolk. It opens Monday to Friday during term time only. Sessions are between 9am and 3.30pm Monday to Thursday and 9am to 1pm on Friday. Children can also stay all day. The pre-school receives funding for two-, three- and four-year old children. Four staff work with the children, all of whom hold relevant early years qualifications. The manager is qualified to level 3.

Information about this inspection

Inspector

Terrie Simpson

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.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the chairperson of the governing body about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The interim manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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