

# Inspection of Young Explorers Pre-School of Weybridge

Girl Guide Association, Guide Hut, Palace Drive, Weybridge, Surrey KT13 8ND

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Inspection date: 10 March 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

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**

Children's safety and welfare are compromised because of the weaknesses in safeguarding arrangements. This is specifically in relation to how the provider and staff identify and manage child protection concerns. Children are at risk of harm as staff, including the person who takes the lead role for safeguarding in the pre-school, do not know how to report concerns about children's welfare. That said, children develop secure relationships with staff, to help them settle. All children arrive happily and they are warmly welcomed each day. Overall, children behave well, they learn about appropriate behaviour boundaries and listen to staff, following their instructions. Children learn to take turns and wait patiently, such as when they choose favourite songs at rhyme time. Children are developing an understanding of how to value and respect the differing needs of their friends.

Children benefit from some opportunities to build on what they know and can do. However, because the manager and her staff are unclear about what the learning intent is for activities, some children do not make the progress they are capable of. Children, including those who speak English as an additional language, develop secure speaking and listening skills. However, staff do not make the best of activities they plan to further children's communication skills. At times, this hinders children's ability to take part in some learning opportunities as fully as possible. Children enjoy activities which support their creativity. Younger children experiment with paint as they mix colours, such as when they learn how to make brown to paint their volcano.

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

- The provider does not ensure that safeguarding policies meet the guidance and procedures of the relevant local safeguarding partners. She does not ensure that the manager, who is the designated safeguarding lead in the pre-school, has sufficient knowledge to fulfil her role. The manager and her staff do not understand the procedures to follow in the event of a child protection issue. Despite staff knowing and sharing concerns about children's welfare, this has not been acted upon. This has led to a concern not being referred to child protection agencies swiftly. This compromises children's welfare.
- The provider does not ensure that the manager or staff understand and recognise potential risks to children's well-being. Consequently, staff fail to assess possible risks on the premises and put measures in place to manage those risks, to reduce any potential harm to children.
- Support for staff is not good enough to help them to develop specific skills in areas where they need it most. Leaders ensure that all mandatory training is refreshed. However, this is ineffective as staff safeguarding knowledge is poor. Staff, including the manager, do not receive the focused support and supervision

they need, to help them to raise their practice to the highest level. The arrangements for supporting staff do not help them to be fully aware of their roles and responsibilities, or enable them to have a clear understanding of the learning intent for all children.

- Overall, staff plan activities for children which they enjoy. However, staff do not have a clear understanding of what children need to learn, and often activities are not tailored for the individual needs of children. Group activities are not used well enough to support the differing needs of children. For instance, staff do not consider how to adapt song time to support all children, including those who speak English as an additional language to take part, instead children often play alone. Older and most-able children become bored and begin to fidget and distract their friends, when activities lack the challenge they need. This hinders how children are supported to make the progress they are capable of.
- Younger children and those who are less confident develop warm bonds with staff, to help them settle. Staff are kind and caring. They take the time to get to know children and follow their interests and offer sensitive support, to help them settle into the pre-school happily. Staff recognise and value the importance of supporting the emotional well-being of children. This helps to develop children's confidence and good levels of self-esteem.
- Children's physical development is promoted well. Younger children enjoy learning to push themselves along on bicycles and scooters as they play outside. They gain confidence in using brushes to paint circles, developing good coordination skills. Older children develop their core muscle skills as they take strides across the 'footpath'. They regain their balance well as they move across the 'stepping stones' confidently.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Safeguarding procedures within the pre-school are ineffective. The provider does not ensure that the manager, or her staff, have a secure knowledge of safeguarding or the procedures to follow in the event of a child protection issue. The provider has not ensured that all staff, including the manager, know what may constitute a concern, despite them having child protection training. Key messages about concerns are shared between staff, but this information is not acted upon. Staff do not ensure that they swiftly refer concerns about children to the appropriate agencies. This means they are unable to keep children safe. Risk assessments are ineffective, as staff fail to recognise potential risks to children and to implement procedures to keep them safe. That said, staff do supervise children at all times, including during mealtimes. Staff liaise with parents to support children's specific dietary needs.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure that the person designated to take the lead responsibility for safeguarding has the knowledge and understanding to make timely referrals to relevant agencies without delay and is able to offer support advice and guidance to staff as required	25/03/2022
ensure all staff receive training about the safeguarding policy and procedure, so that they gain a confident understanding of how to recognise and respond to any concerns about children or other staff, including who to report these to outside of the setting	25/03/2022
implement a safeguarding policy and procedure, that is in line with local safeguarding partnership procedures and include an explanation of what to do if they have safeguarding concerns about a child, or other staff, including who to report these to	25/03/2022
ensure all staff, including the manager, receive effective support, coaching and training to fulfil their roles, to identify and target weaker aspects of knowledge and improve their personal effectiveness	25/03/2022
take action to assess possible risks on the premises and implement measures to manage those risks, including and ensuring all staff practices and the routines for entering and exiting the premises are safe.	25/03/2022

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

	<b>Due date</b>

improve the planning and delivery of activities to ensure that staff focus clearly on the intended learning and children benefit from meaningful learning experiences.	25/04/2022
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## Setting details

<b>Unique reference number</b>	2526839
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10208322
<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>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Young Explorers Pre-School of Weybridge LTD
<b>Registered person unique reference number</b>	2526838
<b>Telephone number</b>	07738075848
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Young Explorers Pre-School of Weybridge registered in 2019 and is located in Weybridge, Surrey. It is open from 8.30am to 2.30pm, Monday to Friday, during term time only. There are six staff who work at the setting, of these, three hold appropriate early years qualifications at level 3, or above. The pre-school provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tara Naylor

## 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 pre-school.
- The provider and 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector carried out a joint observation of a communication and language activity with the provider and the manager.

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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