

Inspection of Knossington and Somerby Pre School

Knossington Village Hall, Main Street, Knossington, Leicestershire LE15 8LT

Inspection date: 9 March 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

Children's safety and welfare are compromised. The provider has not provided Ofsted with information about all persons on the management committee in a timely manner. Therefore, the suitability of these persons has not been established.

Children show a positive attitude to their learning. When they use scissors to cut up straws, they concentrate and show determination. When the cut pieces of straw fly into the air and fall on the floor, children smile. They show positive behaviour and ask staff if they can sweep them up. Children show positive relationships with staff. All children, including those who speak English as an additional language, communicate their needs and thoughts clearly. They like to involve staff in their play. Staff understand how children progress in their learning and support them well. They provide experiences for children to engage in role play to help develop their imaginative skills. Staff encourage children to use chairs and a cardboard box as a way of extending their imagination. Children make a pretend vehicle. They fill baskets with real fruit and vegetables. Children pretend to drive and deliver these to their friends' houses. Staff ask children to join in with action rhymes and to follow instructions. For example, children touch their head, shoulders, knees and toes. When staff ask them if they can do this faster, children laugh and repeat the actions quicker.

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

- The provider has not followed the correct procedures to provide Ofsted with information about all members of the committee. This means that the checks for these members have not been completed to verify their suitability. These members take an active part in the running of the pre-school. For example, they are responsible for reviewing policies and procedures and for the recruitment of new staff. This potentially puts children at risk.
- The manager, deputy manager and staff kept in touch with children who remained at home during the pandemic restrictions. For example, they used an electronic system to send children and parents pre-recorded activities of staff reading stories and singing songs. Staff delivered parcels to children's homes. These included pictures from the pre-school and activities they knew children enjoyed, such as craft items. This helped children to continue their learning at home.
- Staff know the children well and plan a broad and balanced range of activities and experiences to support their learning. For example, they invite visitors into the pre-school to talk to children about their interests and hobbies. Children learn about the role of a beekeeper. They also have opportunities to stroke and ride on a horse. This offers children experiences that they may not receive elsewhere.

- Staff encourage children to follow rules and boundaries in the pre-school, such as to listen. For example, when staff read stories to children, they wear a large pair of pretend ears and ask children if they also have their 'listening ears' on.
- The manager and deputy manager use additional funding effectively to meet the needs of individual children. For example, staff provide one-to-one support for children with special educational needs and/or disabilities (SEND). They help children with SEND to manage their feelings and emotions when the routine of the day changes. For example, they show them pictures of the activities that will happen next. Staff support parents to do the same with their children at home. This helps to promote consistency for all children.
- Staff support children to develop their understanding of weight and counting. For example, when children use weighing scales, staff ask them which side is the heaviest. Staff ask children to help them to count the number of children present during a group time.
- The manager supports staff through supervision sessions and appraisal meetings. This helps staff to reflect on their practice and to identify further professional development opportunities. Recent training has extended staff's knowledge of how to support children to develop skills for their future. For example, staff promote children's physical health through good oral hygiene. They provide opportunities for children to learn how to clean their teeth. After lunchtime, staff give children their own toothbrush and talk to them about brushing their teeth in different directions.
- Staff encourage children to develop their literacy skills. For example, they play games with children to help them to recognise rhyming words. Children begin to identify some words that rhyme, such as 'home' and 'dome'.

Safeguarding

The arrangements for safeguarding are not effective.

Not all committee members have had their suitability checks verified by Ofsted. This potentially puts children's safety at risk. The managers ensure that staff's knowledge of safeguarding is current. For example, they ask staff questions about child protection. All staff understand the signs and indicators of abuse. This includes being able to recognise if children are being drawn into strong views or being radicalised. Staff know the procedure to follow to report concerns about a child's safety or a colleague's conduct. Staff maintain a hygienic environment. For example, they clean tables before children sit around them to eat their lunch.

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
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ensure that Ofsted is provided with the necessary information to carry out suitability checks on all members of the committee who make up the registered body.	16/03/2022
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Setting details

Unique reference number	EY342911
Local authority	Leicestershire
Inspection number	10130509
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	20
Number of children on roll	25
Name of registered person	Knossington and Somerby Pre-school
Registered person unique reference number	RP907809
Telephone number	01664 454 674
Date of previous inspection	16 December 2015

Information about this early years setting

Knossington and Somerby Pre School registered in 2007 and is situated in Knossington, Leicestershire. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 manager and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together of all areas of the pre-school. The deputy manager discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and members of the management committee. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views on the setting with the inspector.

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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