

# Inspection of Christopher Robyn Pre-School

St Alban's Church Hall, St Simon's Close, Offerton SK2 5AG

---

Inspection date: 22 March 2022

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is not assured due to poor leadership and management. The provider does not have sufficient knowledge of the requirements needed to keep children safe. For example, children are cared for by adults whose suitability has not been checked. Furthermore, children are not adequately supervised at all times. Policies and procedures are not followed, which compromises children's safety. For example, when safeguarding concerns arise, these are not followed up. This puts children at risk of harm.

Outdoor play is not provided, which does not support children's personal development. Although children are happy as they play with their friends, learning is not tailored to meet their individual needs. Children do not benefit from a broad and well-sequenced curriculum that supports their development across the seven areas of learning. This means that most children do not make the progress they are capable of. In contrast, the needs of children with special educational needs and/or disabilities (SEND) are well considered.

Expectations of children's behaviour are not consistently high. At times, children's behaviour is poor because staff do not help them to understand rules and appropriate behaviour. For example, when it is time to tidy up before snack, some children continue to play. Not all children follow instructions to sit down before washing their hands. As a result, some children are left waiting and become restless.

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

- Staff have failed to protect vulnerable children, which puts them at significant risk of harm. They do not work in partnership with statutory agencies, and they have failed to pass on safeguarding concerns. Leadership and management are inadequate.
- Learning is not planned to meet individual children's needs. Activities provided are too broad and do not focus on what children need to learn next. Children are not challenged, which further hinders their learning and progress. Assessments are not used to support children's future learning. Children do not make the best progress that they can. However, the provision for children with SEND is better. Staff have taken on board the advice and guidance provided by the local authority on how to best support these children. As a result, their needs are well met.
- Staff have limited understanding of how to prepare children for school. They do not focus on supporting children's social and communication skills. Instead, they encourage children to learn about numbers and writing their names, which is not appropriate for level of development. Staff knowledge of child development is

not consistent. Although children take activity bags home, the manager does not work with parents to help promote their children's learning at home. This means that some children may not be fully prepared for the next steps in their learning journey.

- Children's independence is promoted well. For example, they go to the toilet and wash their hands without support. Children also pour their own drinks and hang up their coats when they arrive. They show pride in their achievements and are developing some confidence in their own abilities.
- Partnerships with parents are not good enough. Some parents do not know who their child's key person is, or what their role is. This means that children do not experience continuity of care and learning between home and pre-school. Progress checks for children aged between two and three years are not routinely shared with parents. This means important information about children's development is not shared with parents.
- Staff do not set clear and consistent boundaries which means children do not understand what is expected of them. For example, when listening to a story, several children wander off, others crawl over each other. Some children chat, make silly noises and play with toys. This behaviour is left unchecked, meaning that children unable to engage with the story and develop a love of books.
- Some routines are embedded well. For example, children sing the 'washing hands song' and enjoy marching to the table for snack. Children enjoy their play and show some interest in the different activities that are available to them.
- Staff have a positive relationships with children. As a result, children feel confident asking adults for help, for example when they need support removing their jumpers. This helps children to feel secure and respected.
- Children are not taught how to keep themselves safe from online dangers, including video games that are not suitable for them to use. Ongoing safeguarding concerns are not followed up which means children are at continued risk of exposure to unsuitable content. Staff are not aware of online risks and as a result, they have failed to protect children.
- The provider does not demonstrate sufficient knowledge of the early years foundation stage. She has not maintained accurate records of children's attendance and has failed to notify Ofsted of changes to the pre-school's opening times. Staff are left with too many children who are at times out of sight and not adequately supervised. Furthermore, the provider has not ensured outdoor activities are planned. This does not support children's health, safety and well-being.
- Monitoring of staff is ineffective and the manager does not accurately assess performance weaknesses. A lack of training and development means that staff do not learn how they can enhance their teaching. The quality of education is poor.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not demonstrate that she has the capacity to improve, and she

has failed to keep children safe. Ofsted has raised previous actions relating to safeguarding. The provider does not have effective partnerships with statutory agencies in order to protect vulnerable children. Staff do not put safeguarding policies into practice. They are unable to accurately identify when children may be at risk of harm. This means that concerns are not followed up to ensure children remain safe at all times.

The manager has not conducted checks to ensure that all adults working with children are suitable. This means that adults who may be unsuitable work directly with children. Children are frequently left out of sight, which further compromises their safety. As a result of the significant concerns, Ofsted is taking enforcement action.

## 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:**

	Due date
implement an effective key-person system so that parents know who their child's key person is	18/04/2022
demonstrate how children will have access to outdoor activities on a daily basis	18/04/2022
ensure all staff understand the safeguarding policies and procedures, so they are able to understand and respond appropriately to possible signs of abuse.	18/04/2022
demonstrate how local statutory agencies will be notified of any child protection concerns	18/04/2022
provide evidence that staff working with children are suitable	18/04/2022
demonstrate how staffing arrangements will be arranged to meet the needs of all children and to ensure that they are in sight and/or hearing at all times	18/04/2022

demonstrate how accurate records of children's attendance will be maintained	18/04/2022
support staff to undertake appropriate training and professional development opportunities to ensure that they understand their roles and responsibilities	18/04/2022
demonstrate that all staff have a good understanding of how children learn and develop, so that experiences for children continually improve.	18/04/2022

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

	<b>Due date</b>
share all progress checks for children aged between two and three years with parents	29/04/2022
plan and implement a curriculum that is tailored to meet children's individual needs, and provide challenging experiences across all seven areas of learning	29/04/2022
give children clear and consistent boundaries to support their positive behaviour.	29/04/2022

## Setting details

<b>Unique reference number</b>	EY399723
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10122726
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Davies, Sharon Sandra
<b>Registered person unique reference number</b>	RP908757
<b>Telephone number</b>	07855 627594
<b>Date of previous inspection</b>	20 June 2017

## Information about this early years setting

Christopher Robyn Pre-School was registered in 2009 and is based in Stockport. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. It employs two members of childcare staff. One has an appropriate early years qualifications at level 5 and one at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## 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 and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection.
- The manager provided the inspector with a sample of key documentation on request.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022