

Inspection of Brailsford Pre-School

Brailsford Institute, Main Road, Brailsford, Derbyshire DE6 3DA

Inspection date: 7 April 2022

Overall effectiveness	Inadequate
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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 and well-being are put at risk in this pre-school. Staff are not always aware when children access unsafe areas, such as the kitchen, without appropriate adult supervision. As a result, children frequently can and do enter areas of the pre-school without adults present to ensure their safety. This puts children at potential risk of harm. In spite of this, children share close relationships with the adults in the pre-school. They are greeted by staff in a warm and caring way as they organise their things upon arrival. For example, they look for their name cards and carefully place their water bottles in the correct space. Staff chat warmly with them and, as a result, children quickly settle into their chosen activities.

Children are not learning to manage their own behaviour effectively, as the expectations for their behaviour are not made clear by staff. For example, when children run around at high speeds indoors, staff do not consistently talk to them about how to keep themselves safe or engage them in more appropriate activities for the indoor environment. Some children enjoy sharing stories with each other and with the adults in the pre-school. However, the noisy and disorganised environment means that they are not always able to engage fully with the activity. For example, during a small group story time, staff shout across the room and children engage in boisterous play nearby. This means that children are not being effectively supported to develop their focus and attention.

Staff do not provide four-year-olds with regular opportunities to develop their independence skills until the final term before they leave for school. As a result, these children are not making the progress in this area that they are capable of.

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

- The daily pre-school routine does not allow children the opportunity to engage in extended periods of focused play. For example, children get ready and go outside, but their play is then quickly interrupted to carry out care routines, such as nappy changes or toilet visits. This, along with the loud and hectic environment, hinders children's focus and attention on their activities.
- Leaders and managers do not have adequate systems in place to inform Ofsted of changes to the committee. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. Leaders and managers also fail to ensure the suitability of the adults working with children. Vetting systems are in place, however, these are not consistently followed, which further compromises the safety of children in the pre-school.
- Leaders and managers do not consistently carry out risk assessments of the environment and activities to ensure children's safety at all times. For example,

children can easily access unsupervised areas of the environment and there are no clear systems in place to prevent this from happening. However, staff remove some hazards in the environment, such as taking away broken toys and clearing nettles from the garden.

- Hygiene practices are not robust within the pre-school. For example, staff remind children to wash their hands before snack, but do not support children to wash their hands after nappy changing. Staff talk to children about wiping their noses, but do not carry this out where required. Half-eaten sandwiches are left out, unwrapped and on the same tables where children play with toys. This puts children at risk of infection and also poses a potential risk to those with allergies to certain foods.
- Leaders have recently carried out staff supervisions to identify any weaker areas of practice and the training needs of the team. However, these have not been carried out consistently. This means that leaders have not identified areas of weakness in the staff team to support improvements in the pre-school. This lack of development in staff knowledge has a significant impact on children's progress, particularly for those children with special educational needs and/or disabilities.
- Parents report how settled their children are in the care of the staff at the pre-school. They receive regular updates about what their children have been doing and their next steps in learning. Parents say that they feel part of the pre-school and would recommend it to other families in the community.
- Leaders organise opportunities for children in the pre-school to have experiences within the wider local community. For example, they take walks into the local village to post letters at the post office. They also organise fetes and welcome family members to take part in games and events in the pre-school. This widens children's experiences and supports their knowledge of the local community.

Safeguarding

The arrangements for safeguarding are not effective.

Staff understand some of the signs of the different types of abuse. However, they do not have a strong understanding of some areas of safeguarding, such as the 'Prevent' duty. They are not clear on the correct process should they need to report their concerns outside of the pre-school. Leaders do not carry out regular checks on the safeguarding knowledge of the staff team and do not ensure their own knowledge remains secure. This puts children in the pre-school at significant risk of harm. Leaders and managers do not assess risks in the environment or take action to minimise these risks. For example, when a new sensory den is introduced into an area of the pre-school, checks are not carried out to ensure the safety of the activity and its location for children. As a result, possible hazards within the environment have not been identified and children are not safe.

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
ensure all staff consistently implement strategies designed to support and manage children's behaviour	13/06/2022
ensure staff supervise children adequately and that children are always within sight or hearing of staff	13/05/2022
ensure staff are thoroughly vetted to ensure their suitability for working with children	13/05/2022
ensure that risk assessments identify hazards and implement appropriate safety measures, so that children are not exposed to unacceptable risks	13/05/2022
ensure a good standard of hygiene is maintained at all times to prevent the risk of infection	13/05/2022
embed and strengthen the supervision system for all staff to ensure weaknesses in practice are identified and acted upon	13/06/2022
ensure all staff working with children have a thorough understanding of all safeguarding policies and procedures, can implement these in practice, and know how to recognise, report and record any concerns that arise.	13/05/2022

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

- organise the environment and routines to allow children the opportunity to develop their focus and attention during play
- focus more precisely on providing older children with consistent and regular opportunities to develop their independence skills.

Setting details

Unique reference number	206725
Local authority	Derbyshire
Inspection number	10062451
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Brailsford Pre-School Committee
Registered person unique reference number	RP522742
Telephone number	07718424664
Date of previous inspection	10 November 2015

Information about this early years setting

Brailsford Pre-School registered in 1980 and is situated in Brailsford, Derbyshire. It is run by a committee. The pre-school opens Monday to Friday, during term time only. Sessions are Monday and Friday from 9am until 12 midday. Sessions on Tuesday, Wednesday and Thursday are from 8am until 4pm. There are six members of staff. Of these, one holds an early years qualification at level 6, four hold an early years qualification at level 3. One volunteer is unqualified. The pre-school receives funding to provide free early years education for children aged three and four years old.

Information about this inspection

Inspector
Emma Gardner

Inspection activities

- This was the first routine inspection the pre-school 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 nursery.
- The inspector and the manager carried out a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector held discussions with parents and took account of their views.
- The inspector held discussions with staff and leaders regularly during the inspection.

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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