

# Inspection of Woodseaves Pre-school

Woodseaves C of E Primary School, Dickys Lane, Woodseaves, STAFFORD ST20 0LB

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Inspection date: 27 April 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

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 well-being is not fully assured due to ineffective risk assessments. Staff do not notice or recognise that a toilet brush, within reach of children, poses a risk to their health. Despite the inspector highlighting this, no action is taken to remove it. Children were later observed by the inspector touching the brush end of the toilet brush. This is unhygienic and does not promote children's well-being.

Children's safety is compromised due to staff's weak safeguarding knowledge around keeping children safe online. Children play together in the role play area, replicating age-inappropriate video games they have seen at home. They shout 'die, die, die' at each other and 'I will kill you'. They construct weapons out of construction blocks and 'shoot' these at each other. Although the language used by children is sometimes challenged by staff as being inappropriate, and staff tell children that, 'We don't talk to our friends like that', it is not recognised as a concern and staff fail to take proactive action to prevent it.

At times, children display unwanted behaviours, including those already mentioned, because they are not engaged in purposeful play or activities to enhance their learning. That said, children arrive at pre-school eager to start their learning. Friendly staff greet them at the door and, despite the weakness in safety and safeguarding, children demonstrate that they feel safe and secure. They access resources independently and make their own choices about their play. All children enjoy the time spent outdoors in the Reception playground used by the school. They practise their physical skills as they navigate an assault course and climb the large apparatus. They especially like playing with their peers when children from the Reception class join them outdoors.

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

- The provider has inadequate and ineffective systems to ensure suitable oversight and governance of their provision. Despite published guidance previously stating providers must inform Ofsted of any confirmed cases of COVID-19, the provider has failed to do this. This means that the regulator has not been able to risk assess accordingly. In addition, there was a period where public liability insurance was allowed to elapse. This is now in place.
- Staff supervisions and inductions are not effective in ensuring staff understand their roles and responsibilities. The provider fails to ensure new staff receive an appropriate induction. In addition, they fail to support staff newly appointed into roles, such as the designated safeguarding lead, by ensuring they have the appropriate coaching and training to increase their knowledge.
- The curriculum provided is not consistently good. The activities remain the same all day and, therefore, do not provide sufficient challenge to ignite children's

curiosity and thirst for learning. Consequently, children become disengaged, bored and restless, and their behaviour becomes harder to manage as they run around, pretending to fight. Some children squabble, fall out and start to push each other. That said, they do resolve their conflicts and say sorry to each other.

- Children enjoy participating in creating their own story, actions and pictures. However, their personal, social and emotional development is not always fully supported so that they feel valued and gain a positive sense of themselves. Children are told to stop drawing when they have not finished, and pictures are wiped off a blackboard easel, even when children declare, 'No, that is my picture'.
- Staff support children's communication and language skills. Children can participate in circle time and sing 'hello' to their friends. They talk about themselves and how they are feeling. However, staff do not always ask open-ended questions so children can express themselves more freely.
- Despite the weakness in the quality of education, children are making some progress in their learning. They enjoy writing their names in paint and can confidently spell their name using phonetic sounds for the letters. Early mathematical skills are being gained. Children sit and match small plastic coloured teddy bears into corresponding cups or plates. They are gaining some of the skills required for transition into school.
- Children with special educational needs and/or disabilities receive support. Staff are diligent in their duties when caring for children who have complex medical needs. Appropriate support is obtained from external agencies where gaps in learning have been identified. This means these children are supported in their learning.
- Notwithstanding the incident with the toilet brush, children follow good hygiene practices. They wash their hands regularly and use antibacterial hand gel. Children benefit from freshly prepared hot school meals. They enjoy sitting with school children to eat their lunch. This helps them understand school routines. Children learn about how to keep their teeth healthy. When enjoying a sweet treat to celebrate a birthday, they talk about how too much sweet food causes cavities in your teeth.
- Parents comment that their children are happy to come to pre-school and they say staff are friendly. They enjoy reading the books with their children which staff send home each week. However, parents also comment they do not know what progress their children are making. They do not know what the planned next steps in learning are for their children.

## Safeguarding

The arrangements for safeguarding are not effective.

Although staff record safeguarding concerns about children in their care, these are not referred to the appropriate child protection agencies. This means children are not adequately safeguarded. The designated safeguarding lead (DSL) for the pre-school has not received support or induction into their role, despite expressing an interest to excel in this area. The safeguarding training they attended some time

ago was not for the specific role of DSL. All staff are unaware of the guidance for online safety in early years and for practitioners. This lack of knowledge ill-equips staff to safeguard children effectively and adequately. That said, staff are able to articulate some understanding of signs and symptoms which may indicate a child is suffering harm. All staff have undergone a Disclosure and Barring Service check. The premises are safe and secure.

## 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 risk assessments are effective in identifying hazards to children and take prompt action to reduce or minimise these risks	13/05/2022
improve staff knowledge of how to keep children safe online	13/05/2022
ensure safeguarding concerns are referred to agencies responsible for child protection without delay	13/05/2022
support the designated safeguarding lead to attend training, taking account of any advice from the local safeguarding partnership on appropriate courses, to enable them to fulfil the duties of the job	03/06/2022
put appropriate arrangements in place for supervision of staff in order to provide coaching and training to support them in their roles and responsibilities	13/05/2022
ensure all staff receive induction training to understand their roles and responsibilities	13/05/2022
improve management oversight and governance of the setting to raise the quality of the provision	13/05/2022
support staff to further develop children's communication and language	10/06/2022

improve the quality of education by precisely planning more challenging experiences for children to extend their learning	10/06/2022
provide parents with more information about their children's progress and next steps in learning, so they can further support their child's learning at home	10/06/2022
ensure children's personal, social and emotional development is fully supported by making sure children gain a positive sense of themselves and feel valued.	10/06/2022

## Setting details

<b>Unique reference number</b>	2604488
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10237801
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Springfields Day Nursery Ltd
<b>Registered person unique reference number</b>	RP550377
<b>Telephone number</b>	07891328631
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Woodseaves Pre-school registered in 2020 and is situated in Woodseaves, Stafford. A team of five staff are employed to work with the children, all of whom hold early years qualifications at level 3 and level 2. The nursery is open Monday to Friday from 7.45am until 6pm. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Johanna Holt

## Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents, grandparents and carers shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation, which included safeguarding referrals, and reviewed evidence of the suitability of staff working in the pre-school.

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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