

# Inspection of Holders Farm Kindergarten

43 Osea Way, Springfield, Chelmsford, Essex CM1 6JS

---

Inspection date: 17 May 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
------------------------------	-------------------

---

The quality of education	<b>Inadequate</b>
--------------------------	-------------------

Behaviour and attitudes	<b>Inadequate</b>
-------------------------	-------------------

Personal development	<b>Inadequate</b>
----------------------	-------------------

Leadership and management	<b>Inadequate</b>
---------------------------	-------------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is inadequate**

Children's safety is significantly compromised. Risk assessments are not effective. The garden area is overcrowded with resources and toys that leave little room for children to move freely and play. Children use a large plastic playhouse as a climbing frame. They climb up the sides of the house, balancing on the walls and use the roof to support them. Staff consistently fail to notice this and, therefore, do not intervene to get children safely down.

Children's behaviour is not managed in an appropriate way. The excessive number of resources in the garden means that children have very little space to 'let off steam'. Instead, their boisterous play often puts other children at risk of harm. For example, children ride on scooters straight through areas where their friends are sitting, quietly playing with small world toys and cars. Other children find the clear, indoor space tempting and run about in the kindergarten. Children do not have access to resources that challenge, excite and motivate them to learn.

Children are offered raw vegetables that are cut into small pieces, such as celery and carrots, for their snack. However, staff do not provide spoons or plates. Consequently, children scoop handfuls of vegetables straight from the shared bowl into their mouths. The same hands are then back in the bowl, spreading saliva. This practice increases the risk of cross-infection and does not support children's good health and well-being.

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

- Staff do not risk assess all aspects of the environment to identify and minimise possible hazards to children. In addition, the provider has failed to ensure that the premises are suitable for the number and age of children who attend. An abundance of resources and donated toys are stacked and stored everywhere. This prevents some children from independently selecting resources and limits the available space that they have to play in. Outside, in the garden, there is not sufficient clear space for the ages, individual needs and number of children who attend, to play freely and enjoy being outside in the fresh air.
- Children's behaviour is poor. Staff fail to consistently intervene to help children learn about the consequences of their actions. They do not stop children from running in the kindergarten, or remind them not to run where other children are playing with toy cars or drawing on the ground. This does not ensure that children are safe while playing outside or in the kindergarten.
- The provider fails to ensure that all necessary steps are taken to minimise the risk of cross-infection. Daily routines, such as snack time, are poorly managed and do not support children's good health and well-being.
- The educational programmes lack ambition, excitement and do not meet

children's individual needs. Planned activities fail to challenge children sufficiently to help them make good levels of progress. In addition, staff focus on how children's artwork will look when finished, rather than the learning opportunities gained through the creative process. For example, during a craft activity, staff instruct the children as to exactly what colour to use and where they need to paint. This limits children's ability to express themselves and results in multiple, similar looking artwork. Consequently, children are unable to identify and feel proud of their own artwork.

- Staff speak to parents when children first start to find out what they know and can do. Staff observe children to identify what they need to learn next. However, the provider has not ensured that staff are appropriately trained to deliver well planned and appropriate educational programmes. This hinders the progress children are able to make and their ability to be ready for school, when the time comes.
- Children have secure relationships with staff and their key person. They seek them out to share their ideas and for comfort when they feel sad. This helps to support their emotional well-being. Staff support children with special educational needs and/or disabilities. They know how to engage them in play and what their interests are. Staff liaise with other professionals and work closely with parents to provide continuity in children's care and learning.
- Partnerships with parents are secure. Parents confirm that staff know their children really well and that they enjoy coming to the kindergarten.

## Safeguarding

The arrangements for safeguarding are not effective.

The member of staff responsible for safeguarding has now completed relevant training that enables her to support staff in the event of any child protection concerns. However, not all staff, including the provider, have a good enough understanding of the signs and symptoms that may indicate that children are at risk of harm or abuse. Some staff are not aware of the dangers posed to children through radicalisation or extreme behaviours. This significantly compromises children's safety and welfare.

## 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>
--	-----------------

take action to ensure that all staff have an up-to-date knowledge of safeguarding, including how to identify if a child is at risk of harm from radicalisation or extreme behaviours	10/06/2022
take action to improve risk assessment to ensure that all possible hazards to children are identified and minimised to keep them safe	10/06/2022
ensure that the premises, especially the outdoor space, are fit for purpose and suitable for the age and number of children who attend	10/06/2022
take action to improve staff's understanding of how to manage children's behaviour in an appropriate and consistent way	10/06/2022
ensure all necessary steps are taken to promote children's good health, with particular regard to minimising the risk of cross-infection.	10/06/2022

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

	<b>Due date</b>
implement an ambitious educational programme that inspires, challenges and consistently supports all children to make good progress	10/06/2022
ensure children have good opportunities to be independent, express themselves and learn key skills to help support the next stage in their learning.	10/06/2022

## Setting details

<b>Unique reference number</b>	203670
<b>Local authority</b>	Essex
<b>Inspection number</b>	10239658
<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>	35
<b>Name of registered person</b>	Colyer, Pauline
<b>Registered person unique reference number</b>	RP512613
<b>Telephone number</b>	01245 262593
<b>Date of previous inspection</b>	26 June 2019

## Information about this early years setting

Holders Farm Kindergarten registered in 1971. The kindergarten employs nine members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 3 and one member of staff holds qualified teacher status. The kindergarten opens from Monday to Friday during school term times. Sessions are from 9.30am to 3.30pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Buckingham

## 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 inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 evidence of the suitability of staff working in the nursery.

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