

# Inspection of Charlwood Pre-School

Chapel Road, Charlwood, Horley, Surrey RH6 0DA

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Inspection date: 25 May 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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**

Significant weaknesses in leadership and management have a negative impact on the safety of children and put them at risk. For example, staff do not show a sufficient knowledge and understanding of what they would do if there was a concern regarding a staff member's conduct or if an allegation was made against them. There is not a clear staff structure in place and it is difficult for staff and parents to fully understand who is in charge and responsible for managing the pre-school in the manager's absence.

Nonetheless, overall children are settled and confident. They are happy to come into the setting and independently choose their own play. Children learn what is expected of them and, therefore, they are polite and behave well. They learn about the importance of healthy lifestyles. For example, they talk about the importance of brushing their teeth to keep them clean. Children have opportunities to develop their physical skills. For example, they climb and balance on equipment, such as ladders. Overall, children take part in a range of activities. However, staff are not effectively supported to develop their performance, to ensure children receive consistently good learning experiences.

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

- The provider fails to ensure that staff who have regular contact with children are safe and suitable to fulfil the requirements of their roles. For example, a member of the committee is used as cover staff, working directly with children on a regular basis. They do not have the required full suitability checks, such as references, and are not known to Ofsted. Therefore, the safety of children is compromised.
- Staff get to know children well and have a sound knowledge of all areas of learning. They plan activities that they know will interest children. Children remain focused in their learning opportunities. For example, they enjoy exploring what they can smell as they play with dough that has mint essence mixed in. However, weaknesses in staff monitoring and support have a negative impact on children's ongoing learning.
- There are not effective arrangements in place for the supervision of staff. For example, they currently only have conversations about their performance once a year. There are not appropriate supervision practices to ensure that staff have opportunities to receive routine feedback about what they do well and what they could do better. They do not have regular opportunities to discuss confidential and sensitive topics, including any changes to their ongoing suitability, such as Disclosure and Barring Service checks.
- Parents speak fondly of the staff and pre-school. They feel informed and involved in their children's learning. Staff share regular photos of what children

have enjoyed participating in.

- The manager who refers to her role as setting lead, does not hold a relevant early years qualification at level 3 or above. The manager discusses that there is a second setting lead who is qualified at level 3. However, she lacks confidence in taking full responsibility for the running of the setting and knowing what is expected of her. There is currently no named deputy to take charge in the manager's absence. The management structure is not robust and clear. Therefore, staff do not understand that the joint setting lead has a management role and are not clear who to go to in the manager's absence.
- Staff support children to gain a sound understanding of other people's similarities and differences from around the world. For instance, they learn about celebrations traditional to other cultures, such as Diwali.
- The manager and staff attend some beneficial training. They have recently learned about the different ways to support all children to develop confident communication skills. This includes using visual picture cards and sign language alongside spoken words. However, supervision and, therefore, coaching for staff is not effective.
- The manager does not fully understand the changes that must be notified to Ofsted. She does not have a secure understanding of her full roles and responsibilities. As a result, she had failed to notify Ofsted of changes of chairperson, committee members and manager. They have not completed all suitability checks and are not known to Ofsted. Therefore, the safety of the children cannot be certain.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff have a sound knowledge and understanding of the signs to be aware of that may highlight a concern and who to contact to seek advice. However, the manager and some staff do not know what to do if there was an allegation raised against staff. Therefore, the manager has failed to ensure that safeguarding policies are well implemented and fully understood. The manager cannot fully be assured that all staff working directly with children are safe and suitable to do so. This has the potential to put children's safety at serious risk.

## What does the setting need to do to improve?

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

	Due date
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ensure that all staff have a clear knowledge of all safeguarding policies and procedures, this includes knowing how to deal with allegations raised against staff and understanding the role of the local authority designated officer	30/06/2022
ensure all staff, including cover staff, complete all required safety and suitability checks and are safe and suitable to fulfil their roles and responsibilities	30/06/2022
put in place appropriate arrangements for the supervision of staff who have regular contact with children	30/06/2022
implement a clear and robust management structure to ensure that in the absence of the manager, the other manager and/or a named deputy is capable and qualified to take charge of the setting	30/06/2022
ensure that the manager knows their full roles and responsibilities and obtains the required qualification	30/06/2022
improve the managers understanding of what changes must be notified to Ofsted, this includes changes in chairpersons, committee members and manager.	30/06/2022

## Setting details

<b>Unique reference number</b>	122691
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228021
<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>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Charlwood Pre-School Committee
<b>Registered person unique reference number</b>	RP518173
<b>Telephone number</b>	01293 862302
<b>Date of previous inspection</b>	25 November 2016

## Information about this early years setting

Charlwood Pre-School registered in 1983. It is located in the grounds of Charlwood Village Primary School in Horley, Surrey. The setting is open Monday to Friday from 9am until 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs five members of staff, two of whom hold a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Kelly Hawkins

## 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 carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.

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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