

Inspection of Chigwell Day Care And Preschool

Old Loughtonians Hockey Club, Roding Sports Centre, Luxborough Lane,
CHIGWELL, Essex IG7 5AB

Inspection date: 13 June 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 welfare is not safeguarded. The manager, who is also the designated person for safeguarding, does not follow the pre-school procedures to ensure children's safety and well-being. The correct procedures are not followed when concerns are raised by the staff. Children's learning is variable. Babies and toddlers are not sufficiently challenged to extend their learning and build on what they already know. For example, staff do not consistently consider potential learning opportunities or provide resources to broaden learning and support babies' interests when planning the curriculum. Some children receive quality interaction from the staff, while younger children spend a lot of time entertaining themselves as there is a lack of challenge to develop their learning further. However, those children who require additional help are fully supported in meaningful activities.

Despite this, children arrive happy and eager to start their day and leave their parents with ease. They are confident and settle quickly. They have established close bonds with the staff who know them well. Staff are welcoming, caring, and attentive toward the children, and offer cuddles and reassurance when needed. Children play in a bright, well-resourced environment and have access to a wide variety of quality resources, both indoors and outdoors. Children enjoy group time; they listen with intent to familiar stories; they interact and are keen to respond to questions posed about the story. They show confidence and pride as they take turns to sing to their friends and enjoy the praise they receive from the staff. Children are polite, behave well and show kindness towards each other. For example, they ask their friends if they can join their games and play well together. Children enjoy freshly prepared meals and snacks and demonstrate good manners at this sociable time.

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

- The provider fails to ensure that correct safeguarding procedures are followed when there are concerns raised about a child's safety. She does not liaise with the local safeguarding partners to ensure that swift and appropriate intervention is sought when children might be at risk of abuse. This does not protect children from harm.
- The provider does not have a good enough oversight of the pre-school management, resulting in weak leadership around safeguarding. The management team does not use staff supervision and performance monitoring systems effectively. Weaknesses in practice are not identified and actioned swiftly. As a result, not all staff have the best knowledge and understanding of how to provide children with rich learning opportunities and challenges to extend learning. This has an impact on the progress some children make.
- Some staff deliver the curriculum well and engage children in purposeful

learning. However, this is not consistent across the pre-school. Children do show a willingness to learn and are interested in the activities offered. For example, while babies happily sit and join in a group song time, choosing props to match the songs, there is a lack of appropriate activities throughout the day that interest them. This means they lose interest and motivation in their learning.

- Staff plan activities based on children's interests, but do not consistently have a clear intent of what they want children to learn. Children enjoy activities, but these are not always challenging to extend their learning. Staff do not consistently help children to build on the skills that they need to learn next. Younger children who are ready to transition to the pre-school are not fully supported. For example, they are not encouraged to sit at a table for activities or at mealtimes. They are not supported in learning how to use appropriate cutlery to promote their independence and confidence in preparation for a smooth transition. They amuse themselves with toys that are not developmentally appropriate for their age and do not offer sufficient challenge.
- Partnerships with parents are strong and they speak positively about all aspects of the pre-school, and the welcoming, friendly staff. They comment on how the pre-school has developed and changed since the setting opened and say their children are happy, settled and making progress. Parents comment on the variety of activities provided for their children and that they are always happy to attend.
- Children enjoy their time outdoors. They have fun in the fresh air, where they develop their physical skills. Children show skill in using the climbing apparatus. They sit together and enjoy sharing books outdoors. They have fun in the construction area, filling the cement mixer with sand, so that they can make cement.
- Children with special educational needs and/or disabilities are supported well. The special educational needs coordinator is knowledgeable about her role. She has a good understanding of the individual needs of the children and how to best support these. Positive partnerships have been established with parents and outside agencies to ensure these children achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure the correct safeguarding procedures are followed when there are concerns about a child's well-being. The designated safeguarding lead has attended appropriate training to ensure that her safeguarding knowledge is current. However, she does not follow the correct policy in place to protect children from harm. Staff do understand the possible behaviours, signs and symptoms that might alert them to a child being harmed or unsafe. The staff understand the systems within the pre-school for recording and referring such information to the designated safeguarding lead. However, the safeguarding lead does not ensure that they take swift appropriate action to keep children safe. There are no secure processes to ensure that this information is referred to the

appropriate authority or followed up.

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
notify the agencies with statutory responsibility without delay where concerns are raised about a child's safety or welfare	20/06/2022
ensure that the lead practitioner for safeguarding fully understands her role and responsibilities and follows the pre-school procedures when concerns are raised	20/06/2022
ensure the individual needs, interests and development of each child are considered to provide challenging and enjoyable experiences in all areas of learning to help children achieve the next stage in their development	20/06/2022
ensure that the supervision and monitoring of staff practice is effective in providing guidance and professional development opportunities, to raise the quality of teaching to a consistently good level.	20/06/2022

Setting details

Unique reference number	2549308
Local authority	Essex
Inspection number	10215678
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	42
Number of children on roll	65
Name of registered person	Sims Childcare Ltd
Registered person unique reference number	2549307
Telephone number	07957676885
Date of previous inspection	Not applicable

Information about this early years setting

Chigwell Day Care And Preschool registered in 2019. The pre-school employs 15 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday for 51 weeks of the year. Various sessions are available for children to attend, between the hours of 7.30am and 6.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The manager showed the inspector around the areas that children access. They discussed how staff organise the pre-school and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at a sample of the pre-school documents. This included evidence about staff suitability and training.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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