

Inspection of Opportunity Group Frome & District

Hayesdown First School, Wyville Road, Frome, Somerset BA11 2BN

Inspection date: 18 May 2022

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

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 welfare is at significant risk due to weaknesses in safeguarding procedures, which have an impact on children's safety and puts them at risk of harm.

Children benefit from a well-planned theme-based curriculum, which covers all seven areas of learning. The staff plan a range of child-led and adult-led activities aimed at building on children's interests. For example, children learn about mathematical language and concepts as they explore filling stockings up with sand. They experiment with how much sand they can fit in the stockings before it becomes full. Children test out their theories, laughing and giggling as the stocking becomes bigger and bigger the more sand they add.

Children enter the pre-school happy and eager to start the day. Children build strong relationships with their key person and seek them out to join in with their play. During a bug hunt, the children become excited about finding a bee. Children and staff explore the bee using a magnifying glass. They discuss what they can see and notice the pattern on the bumble bee's wings.

Children behave well. The older and younger children play nicely alongside each other with older siblings taking care of their younger siblings. Staff offer children lots of praise throughout the day, which helps to build their confidence and self-esteem. Staff support children to talk about their emotions daily. They teach the children strategies that support them in managing their feelings and behaviour.

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

- Leadership and management are not effective. The manager and staff have failed to identify key weaknesses in safeguarding practices. Not all staff are able to recognise and act on different signs and symptoms of abuse. Staff mobile phones are not stored safely.
- Children form strong relationships with the staff. When entering the pre-school, they settle quickly with the support from their key person. They engage well with each other and show a strong understanding of the daily routines in the setting. Staff encourage the children to make good choices by encouraging them to use kind hands and to use their words to express their needs.
- Leaders use funding well to further support children who need extra help. This has enabled them to adapt staffing levels to have one-on-one time with these children. The staff use this time to plan extra activities tailored to support each child's individual needs. Staff work in partnership with other agencies and professionals to ensure all children get the support they need. As a result, children are making good progress.

- Parent partnerships are strong. Parents report that their children are making good progress in their learning and development, and the inspector agrees. They report that their children come home happy and keen to tell them about their day. Communication between staff and parents is good and parents are well informed on their child's day and learning experiences. Children receive a well-chosen library book to read at home with their parents. This provides parents with the opportunity to support their children in developing their literacy and language skills.
- The manager has a clear understanding of what she wants children to learn and achieve. She understands the importance of children developing independence and being able to manage their feelings and behaviours. She is enthusiastic about children learning about different mathematical concepts and building the muscles to be able to write at school. Children learn through positive interactions with staff, who support and extend knowledge during play.

Safeguarding

The arrangements for safeguarding are not effective.

Considerable weaknesses in safeguarding practices significantly impact on children's safety and welfare. While some staff have a suitable knowledge of safeguarding procedures and can identify some signs of abuse, they are not clear on aspects relating to female genital mutilation and how to keep children safe from the risks of radicalisation and extremism. This reduces their ability to act on concerns should they arise. The manager has failed to implement her safeguarding policy and procedures with regard to the safe storage of staff's mobile phones. This means staff were able to access them when changing nappies. Although, at inspection, she took appropriate action to remove them when it was pointed out to her, she and her staff team had not considered the risks and any other measures they can take to ensure children are safe from harm.

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 effective procedures and policies are followed to ensure that staff do not take mobile phones into nursery areas	06/06/2022

ensure the designated safeguarding lead has a clear understanding of her roles and responsibilities to keep children safe by ensuring staff follow the mobile phone policy and store personal devices correctly	06/06/2022
ensure staff have up-to-date knowledge of all safeguarding issues, such as female genital mutilation and the 'Prevent' duty.	06/06/2022

Setting details

Unique reference number	EY401463
Local authority	Somerset
Inspection number	10233127
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	4 to 2
Total number of places	24
Number of children on roll	45
Name of registered person	Opportunity Group Frome & District Committee
Registered person unique reference number	RP522284
Telephone number	01373 472731
Date of previous inspection	7 February 2017

Information about this early years setting

The Opportunity Group Frome & District was established in 1975 and is situated in the grounds of Hayesdown First School, in Frome, Somerset. The group is open Monday to Friday, from 9am until 3.15pm, during term times only. The group receives government funding to provide free early years education for children aged two, three and four years. There are eight staff employed. The manager holds early years professional status, one member of staff holds a childcare qualification at level 4, and six staff hold qualifications at level 3.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the provider's first routine inspection 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 and the manager completed a learning walk where they discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection.
- Children spoke and engaged with the inspector 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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