

Inspection of Doddinghurst Community Pre-school

Doddinghurst Village Hall, Church Lane, Doddinghurst, BRENTWOOD, Essex CM15 0NJ

Inspection date:

7 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 safety cannot be assured. Staff looking after them do not have sufficient knowledge of safeguarding procedures. The manager's knowledge of safeguarding is not effective. She does not have a deep understanding of safeguarding concerns or the local risks to children in her setting. Children's communication and language development is not fully supported or challenged enough. Staff often talk at children rather than encourage them to communicate back. For example, during a parachute game, staff give lots of instructions but there is no opportunity for children to communicate back with staff. This has an impact on children's confidence and communication skills. Children are not always given the opportunity to understand what is expected from them. This is because staff do not always give clear explanations of the behaviour they want from children.

Children are happy while at the setting. They explore and investigate the range of resources accessible to them. Children excitedly make bird feeders for their garden at home. Children have made good bonds with their key person. They have cuddles with them and read stories. Children are encouraged to make marks with a range of resources. They explore and investigate when playing with mud and water.

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

- The manager and staff do not have a strong and consistent enough knowledge of safeguarding procedures. Therefore, children are at potential risk of harm. The manager and staff do not have a deep understanding about how to keep children safe. They are not aware of local safeguarding risks. The safeguarding policy fails to provide detailed information about the signs and symptoms of abuse, or wider types of abuse, such as the 'Prevent' duty or female genital mutilation. Staff are not provided with adequate enough training, knowledge and information to ensure they fully understand how to keep children safe.
- Staff do not have adequate knowledge about how to keep children safe online. They do not teach children about online safety as part of their curriculum.
- Children are restricted from using the grass area during outdoor play. Staff say this is due to it being slippery, and have coned off the area to prevent children playing on it. However, children are able to play with water on the playground and were seen jumping and splashing in the puddles. Although children followed the 'golden rule' to stay off the grass, some wanted to play on the grass area. Children are not given opportunity to assess and manage their own risks.
- Behaviour management is not effective. For example, children are manoeuvred into a line by staff, rather than being given an explanation about what is expected and why.
- The manager does not have an accurate overview of the quality of practice in the setting. While she has clear intention about what it is she wants children to

learn, this is not implemented effectively. However, the manager does recognise when staff use ineffective behaviour management techniques.

- Overall, staff understand children's next steps in learning. They recognise milestones that children achieve. There are clear and well-established strategies in place to support children with special educational needs and/or disabilities (SEND). This includes reading stories, and the use of timers and flash cards to support children's understanding. The setting has created a strong partnership with parents and local schools. Parents of children with SEND have regular meetings with staff. Key persons work in collaboration with other professionals to ensure there is a smooth transition to school.
- Staff celebrate children's achievements through using a 'superstar board', 'wow' moments and encouraging children to bring in postcards. This includes what children have been doing at home. Parents provide positive feedback and comment on how settled their children are and that they receive regular information regarding their child's learning.

Safeguarding

The arrangements for safeguarding are not effective.

Staff's lack of safeguarding knowledge has an impact on their ability to safeguard children. All staff are required to complete safeguarding training when they first start, then refresh this annually. However, this training does not help them to gain the skills and knowledge required to fulfil their responsibilities to safeguard children. The manager does not know the whistle-blowing procedure if there was an allegation made against a member of staff. Some staff do not know the reporting procedure should they have a concern about a child. The safeguarding policy is not in line with the guidance and procedures of the local safeguarding partners. It does not provide adequate and up-to-date information if staff were to refer to it for guidance. The manager ensures there are robust safer recruitment procedures and ongoing suitability checks for staff.

What does the setting need to do to improve?

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

| | Due date |
|---|------------|
| ensure the safeguarding policy is in line with the guidance and procedures of the local safeguarding partners | 03/10/2022 |

| | |
|--|------------|
| ensure that all staff understand the safeguarding policy and procedures, and help children to assess and manage risks for themselves and learn about online safety | 03/10/2022 |
| improve the educational programme for communication and language to best support children's development in this area of learning | 03/10/2022 |
| ensure that all staff understand how to manage children's behaviour in an appropriate way. | 03/10/2022 |

To further improve the quality of the early years provision, the provider should:

- ensure that the intent for children's learning is implemented effectively and the quality of practice evaluated accurately.

Setting details

| | |
|--|---|
| Unique reference number | 508826 |
| Local authority | Essex |
| Inspection number | 10234578 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 3 |
| Total number of places | 42 |
| Number of children on roll | 45 |
| Name of registered person | Doddinghurst Community Pre-school Committee |
| Registered person unique reference number | RP519079 |
| Telephone number | 07523291553 |
| Date of previous inspection | 13 October 2016 |

Information about this early years setting

Doddinghurst Community Pre-school registered in 1996 and is run by a committee. The pre-school employs 11 members of childcare staff. Of these, seven members of staff hold an early years qualification at level 2 or above. The pre-school is open on Tuesday to Friday, during school term times. Sessions are from 9am until 3pm on Tuesday, Wednesday Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stef Montgomery

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 manager and inspector completed a learning walk together to discuss the areas of learning, their curriculum and what they want children to learn both inside and outside.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to children about what they are doing at the setting.
- The inspector spoke to parents to take account their views of the setting.
- The inspector looked at relevant documentation, including first-aid certificates and Disclosure and Barring Service numbers of staff and committee members.

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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