

Inspection of Heatherton Pre-School

Heatherton Community Centre, Hollybrook way, Heatherton, Derby DE23 3TZ

Inspection date: 7 October 2022

Overall effectiveness	Inadequate
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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

The manager, who is the designated safeguarding lead, and some staff do not have a secure knowledge of all aspects of safeguarding. They are not familiar with the 'Prevent' duty guidance. These staff do not understand the procedures to follow should there be a concern about a child being exposed to radical ideas.

Children do not benefit from an ambitious curriculum or the support they need to help them make progress in their learning. Staff struggle to accurately assess children's development or identify what they need to learn next. Therefore, the activities and experiences they provide for children are not tailored to their individual learning needs. Children are generally left to play alone and not encouraged to make friendships. They do not benefit from quality interactions from staff. On the occasions when staff do interact with children, they do not model language well enough or help children to develop their speaking skills. For example, when younger children point to request a toy, staff hand them the toy but do not encourage them to use their words to say what it is they would like to play with. The manager does not identify or address these weaknesses in staff's teaching practice. On the whole, children are settled. They are familiar with self-care routines and know that they need to wash their hands before eating and put used tissues in the bin.

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

- Despite attending safeguarding training, the manager and some staff do not recognise the signs that a child may be at risk of harm from extremist views. Consequently, should a child or their family be exposed to extreme ideas or be at risk of radicalisation these staff would not identify this and refer to the appropriate agencies for support.
- The manager does not understand how to implement an ambitious curriculum. Therefore, staff are unable to plan and provide activities to focus on what children need to learn next.
- Staff do not think about ways to encourage children to play together to help them to develop their social skills. Older children play by themselves and are not taught how to involve others in their play. This means they are not developing the skills they will need for their future learning.
- Staff do not work in partnerships with other professionals to ensure children receive the additional support they need. Early intervention is not being sought for children with identified learning needs. Furthermore, there is no support for staff to help them understand how to meet the needs of these children. These children are not helped to make good progress.
- Children's communication and language development is not supported well enough. Staff do not model language to help children expand on their

vocabulary and engage in conversations. For example, staff focus on using one word repeatedly, such as 'scoop', during a sand activity. Consequently, children are not supported to develop a wide range of words to help improve their speaking skills.

- Staff do not extend children's learning during daily routines. For example, during mealtimes staff supervise and organise children but fail to engage them in conversation to broaden their knowledge and learning.
- Staff do not assess children's development accurately or identify their next steps in learning. They do not interact with children well enough to support their learning and help them to make progress.
- The manager does not recognise and address weaknesses in staff practice. She does not provide staff with the coaching and support they need to help them improve their skills and knowledge.
- On the whole, children play calmly with their chosen toys. Staff help children who become upset to self-soothe and manage their own emotions in a safe way. These children respond well to staff and settle quickly back into their play.
- When children find an activity they are interested in, they concentrate and focus appropriately on their play. As children access the toy farm, they play imaginatively, happily make grunting sounds as they play with small-world pigs.
- On the whole, parents comment that they are happy with the service the pre-school provides. They say staff share information with them about what their child has done at pre-school that day.

Safeguarding

The arrangements for safeguarding are not effective.

Although the manager and staff complete safeguarding training, they do not know how to identify signs that a child is at risk of radicalisation. That said, all staff know the indicators that children may be at risk from other types of abuse. They are confident in the procedures they must follow in the event of such concerns. The premises are safe and secure. Staff complete appropriate risk assessments of the environment to make sure children are safe. Children are supervised appropriately by staff, who deploy themselves well to ensure children are always within their sight.

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 all staff have an up-to-date knowledge of safeguarding practice and procedures, including the 'Prevent' duty	28/10/2022

ensure weaknesses in staff's teaching practice are identified and staff are provided with the coaching and support they need to further develop their teaching skills	28/10/2022
ensure staff access support quickly from outside professionals, so that all children receive well-targeted support for their learning and development	28/10/2022
ensure staff support all children's communication and language development	28/10/2022
implement an ambitious curriculum to plan and provide activities that focus on what children need to learn next, based on their emerging needs and interests	28/10/2022
ensure staff assess children's development accurately and provide children with the support they need to help extend their learning.	28/10/2022

Setting details

Unique reference number	EY406182
Local authority	Derby
Inspection number	10235381
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	15
Name of registered person	Dusanjh, Deborah
Registered person unique reference number	RP511449
Telephone number	07738974962
Date of previous inspection	11 October 2016

Information about this early years setting

Heatherton Pre-School registered in 2010 and is located in Heatherton, Derby. It opens Monday to Friday, term time only. Sessions are from 9am until 3pm. There are four members of staff. Of these, one holds an early years qualification at level 5, two at level 2 and one is unqualified. The pre-school receives funding for free early education for two- and three-year-old children.

Information about this inspection

Inspector

Judith Rayner

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 observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector took account of the views from parents spoken to on the day of the inspection.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications, and their suitability when working with the children.

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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