

Inspection of Glenfall Pre-School

Glenfall CP School, Glenfall Way, Charlton Kings, Cheltenham, Gloucestershire GL52 6XZ

Inspection date: 4 November 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

Leaders and managers do not make sure that they are meeting all of the requirements of the early years foundation stage (EYFS). This means that children's learning and development, and safety, are compromised.

The manager and staff do not have a clear idea about what they want children to learn and how this will be taught. They do not build on what children know and can do and do not extend children's skills and knowledge. Staff recognise when children may need extra help. However, they do not act quickly enough to make sure they seek advice and guidance from other professionals so that support can be put in place. Children with special educational needs and/or disabilities (SEND) and those who are learning to speak English as an additional language do not make the progress of which they are capable.

Staff do not communicate with each other or the children in ways that help children to know what to do. At the start of the day, children come in and engage with the activities staff provide. The manager sits on the sofa, as she wants to check attendance and for children to come together to say 'hello'. However, as she has not explained to staff or children what is happening, children do not understand that there is a change to the routine, so they continue playing.

Children make choices about what they want to do. However, staff do not encourage children to put the resources back when they have finished playing with them and do not teach children how to care for their play spaces and toys. While children eagerly empty out boxes of resources and choose books from the bookcase, they do not tidy them away when they are finished. They leave books and toys on the floor, which other children walk over. Pages of the books get torn and toys damaged.

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

- Leadership and management are poor. Leaders and managers do not take into account the different pressures for staff working with the children, and staff misinterpret the EYFS requirements. They struggle to plan, supervise, safeguard and teach the children effectively. In addition, leaders and managers do not make sure that they notify Ofsted about relevant changes to those who make up the committee.
- The manager and staff do not plan the curriculum well. They set up activities for children but struggle to engage and interact with them in meaningful ways because of the demands on their time. For example, staff use a drawing board to retell the story of 'The Three Little Pigs'. Children recall what the little pigs' houses were made of and 'huff' and 'puff' like the big bad wolf. However, staff

are then distracted by other children, who are having a disagreement over the blocks. Staff leave the activity and do not return. Children do not get to finish the story, lose motivation and miss out on learning.

- Staff do not have time to support children well. They struggle to supervise the children and provide clear messages about what children need to do. For example, staff remind children that they need to keep socks and shoes on indoors and may need wellies on to go outdoors. However, some children ignore what staff say and take their socks and shoes off. Staff fail to spot this before the children go outdoors. Even when children come in and tell staff their feet are cold from walking on the ground outdoors, staff do not encourage children to put socks and shoes back on. Children do not receive consistent messages and struggle to understand rules for behaviour.
- Poor staff deployment means that all children, including those with SEND and those who are learning to speak English as an additional language, do not receive attention and support to extend learning. Staff set up an activity with paint and dinosaurs, as children have been talking about them. They lay a long piece of paper on the floor and set up a bowl with different colours of paint. Children talk eagerly with staff and others as they gather the toy dinosaurs, dip them in the paint, then make footprints on the paper. However, staff get distracted by other children and tasks. The children left at the activity lose interest and motivation. They cover their hands in the paint and walk about the room, leaving handprints over the tables. They then go into the bathroom, unnoticed by staff, to wash their hands and leave the taps running.
- The manager does not consider the age and stage of development of the children or the layout of the play spaces to make sure that staff can keep children safe. She lets children choose whether to play indoors or outdoors. Most children choose to stay indoors. Insufficient staff indoors means that they struggle to manage carrying out personal care and sorting out disagreements over toys. Similarly, when more children choose to play outdoors, staff cannot supervise them well. The outdoor play area has two different levels. Most children choose to play in the sandpit on the upper level. The few who remain on the lower level climb on walls, run about and bump into others. Staff cannot see what is happening, so cannot support children to stay safe.
- During snack and mealtimes staff sit with children. They talk about healthy food choices. Children recall favourite foods and what they like to eat. Staff help children as they open packets and pour drinks.
- Parents comment that their children enjoy coming to the pre-school. They receive photos and engage in daily chats with staff to find out what their children do while at pre-school. They say that being located on a school site helps when their children make the move on to school.

Safeguarding

The arrangements for safeguarding are not effective.

Although the manager and staff update their safeguarding training, they do not have a good enough understanding about local safeguarding partnership

procedures. While staff can identify potential signs that may mean a child is at risk of harm and know how to record incidents, they lack confidence about when they should refer concerns to the relevant agency. This compromises children's safety.

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 staff are deployed effectively to meet the needs of all children and to keep them safe	09/12/2022
ensure those in charge of the setting know and understand their roles and responsibilities, including supporting staff to have a good work balance and notifying Ofsted about changes in committee members	09/12/2022
plan an effective curriculum that builds on what children know and can do and supports all children, including those with SEND or who are learning to speak English as an additional language, to make the best possible progress	09/01/2023
ensure managers and staff use consistent strategies to support children's behaviour and provide clear messages to help children understand expectations and develop good attitudes for learning	09/12/2022
ensure staff understand their roles and responsibilities for safeguarding, including when to refer concerns about children's welfare in line with local safeguarding partnership procedures.	09/12/2022

Setting details

Unique reference number	511772
Local authority	Gloucestershire
Inspection number	10260519
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	2 to 5
Total number of places	21
Number of children on roll	13
Name of registered person	Glenfall Pre-School Group Committee
Registered person unique reference number	RP520067
Telephone number	01242 234055
Date of previous inspection	10 May 2017

Information about this early years setting

Glenfall Pre-School registered in April 2001. The setting is open from 8.45am to 2.45pm, Monday to Friday, term time only. The setting employs four staff, three of whom hold appropriate childcare qualifications. One holds qualified teacher status, one holds early years teacher status, and one holds a level 3 qualification. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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