

Inspection of Quarndon Pre-School

St Pauls Church Hall, Church Road, Quarndon, Derby, Derbyshire DE22 5JB

Inspection date: 9 November 2022

Overall effectiveness	Inadequate
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

Some staff who care for children do not have sufficient knowledge and understanding in all aspects of child protection and safeguarding procedures. In addition, required suitability checks have not been completed for all committee members. This could potentially impact negatively on children's safety and welfare. However, children are very happy and settled at the pre-school and have warm and positive relationships with staff. They freely explore the play areas and learning opportunities on offer. For example, children develop their own role-play games, changing the tepee camp area into a hospital. They find appropriate props to extend their play, such as bandages for the patient, and play out different roles with enthusiasm. Children play cooperatively together and learn to share and take turns. Children use language creatively and are developing wide vocabularies. They enjoy holding conversations with each other and staff. Children's language and communication skills are good.

Children have fun playing and learning outside. Staff know children well so plan and create outdoor activities that stimulate and engage children's interests. For example, children select wheeled toys, which they drive to the garage. Staff join in the game with enthusiasm, filling up the vehicles with petrol while skilfully asking questions to develop and extend children's counting and mathematical skills. Children concentrate and persevere for extended periods as staff follow their interests and provide appropriate support when children need it. All children enjoy their play experiences and make progress.

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

- Leaders and managers do not have effective procedures in place to assess staff's knowledge and understanding of safeguarding and child protection procedures. As a result, some staff lack secure understanding of aspects of safeguarding, such as the 'Prevent' duty.
- The manager, who is the nominated individual, has not ensured that newly appointed committee members have completed the required suitability checks. The committee members do not work directly with children, therefore, there is minimal impact on children's safety and welfare. However, this is a requirement of registration.
- All new staff receive induction training following their recruitment. This includes safeguarding and child protection procedures within the pre-school. However, the manager does not ensure that new staff can securely identify potential risks of abuse to children or that they know what to do in the event that they need to make a referral. Therefore, children's welfare is not ensured.
- The manager and staff pay good attention to supporting and developing children's language and communication skills. Children sing songs and enjoy

group story times. They join in enthusiastically with familiar stories. Children confidently use a broad vocabulary when talking to others. They use words such as centimetre during role-play games. Staff skilfully interact with children to encourage conversation, which successfully supports children's speaking and listening skills.

- Children enjoy going outside and use a wide range of equipment to practise and develop their physical skills on. They move with coordination and learn to climb and balance. They show pride in their achievements, calling out to staff, 'Look what I can do', as they move along the balancing beam. Staff consistently praise and encourage children, helping them to develop positive self-esteem.
- Children learn about the importance of good hygiene through daily routines. They independently wash their hands before eating and after using the toilet. They confidently attend to their own personal needs, pouring a drink of water when they feel thirsty and fetching a tissue to wipe their nose. Staff closely supervise children, when they are playing indoors, outside and when they are eating. This ensures children's health and safety.
- Children are kind and respectful to one another and learn to look after their environment. For example, they help staff to tidy away games and put books back in the reading area when they have finished. Children share the play equipment and pass each other resources during activities. During construction play, they offer help to others, showing them how to push pieces together to make a model.
- Parents say how happy and settled their children are at the pre-school. Staff work closely with parents to ensure children's individual needs are met. When children start at pre-school, staff talk to parents to find out about children's interests and what they know and can already do. This helps staff to plan meaningful activities that support children and help them to make progress.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not ensure that staff have secure knowledge and understanding of all aspects of safeguarding and child protection procedures. In particular, some staff lack understanding of the 'Prevent' duty and how to identify if a child is at risk of radicalisation. Some staff do not know who to contact if they have concerns about a child's welfare. In addition, new members of the committee have not provided Ofsted with the necessary information in order for suitability checks to be carried out. This compromises children's welfare. The premises are secure and staff undertake effective checks to ensure all areas and play equipment remain safe.

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 are trained to understand how to recognise and report safeguarding concerns, including the 'Prevent' duty	08/12/2022
ensure all staff receive induction training to help them understand their roles and responsibilities with regard to safeguarding	08/12/2022
ensure that new committee members provide Ofsted with necessary information in order that suitability checks can be completed.	08/12/2022

Setting details

Unique reference number	206841
Local authority	Derbyshire
Inspection number	10234314
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 10
Total number of places	24
Number of children on roll	51
Name of registered person	Quarndon Preschool Committee
Registered person unique reference number	RP910426
Telephone number	07840801153
Date of previous inspection	26 January 2017

Information about this early years setting

Quarndon Pre-School registered in 1972 and is located in Quarndon, Derbyshire. The pre-school opens from 9am until 3.15pm, Monday to Friday during term time only. The pre-school also operates a before- and after-school club that opens from 7.30am until 9am and 3.15pm until 6pm Monday to Friday during term time only. The pre-school receives funding for early education for three- and four-year-old children. The pre-school employs nine members of childcare staff, seven of whom hold a childcare qualification.

Information about this inspection

Inspector
Kate Scheel

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the intention for the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector met with the leadership team to discuss how they manage the setting.
- The inspector viewed a sample of appropriate documentation, such as those linked to recruitment and vetting procedures.
- The inspector spoke with parents and considered their views about the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022