

Inspection of Stretton Pre School

Burton Albion Football Club, Pirelli Stadium, Burton-On-Trent, Staffordshire DE13
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Inspection date: 15 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 room and resources which children use and play in are not kept clean enough. This does not promote the good health of children. Staff have an uphill battle to keep the room clean as the facility used by the pre-school is a bar within a football stadium and is used by away supporters at home matches. Ingrained dirt on the floor means resources, such as rugs which children sit on, have become filthy. The water tray and soft mats all have areas where dirt is visible. In addition, some safeguarding procedures have not been fully implemented, which compromises children's safety and welfare.

Children are welcomed into the pre-school by staff who greet them at the gate. They separate easily from parents and are eager to see their friends and explore the wide range of activities available for them. Children enjoy sticking and gluing materials and googly eyes onto their 'Humpty Dumpty' pictures. In the construction area, children build towers with wooden blocks and count how many they can use before they fall over. Staff and children sing songs together and talk about the days of the week and the weather.

Children enjoy spending time with activities, both outdoors and indoors. Outdoors, they play on bicycles and scooters that help to promote large-muscle development and physical skills, such as balancing. Children work together to fill up cups of rainwater to pour down guttering to propel toy boats to float down. Indoors, children are excited to explore pumpkin seeds hidden in straw. They listen and follow instructions as staff shout, 'Ready, steady, go!' and children throw the straw up in the air and watch it float down.

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

- Children's health and well-being are compromised due to the inadequate toilet and nappy-changing facilities. Children must leave their room to use the toilet facilities, which are outside and used by football fans. During the inspection, immediate action was taken to remove a toilet brush that posed a risk to children. However, the toilets smell, and they are cold. The concrete floor is filthy with ingrained dirt. Children's nappies are changed on a rubber mat and changing mat situated on the floor of the cold toilets. The changing mat is ripped and exposes the foam underneath.
- The quality of education is inconsistent. Staff do not do enough to teach children about the importance of healthy lifestyles. Consequently, children do not learn about food which is healthy for them and food which is not. In most cases, packed lunches that children bring with them are extremely unhealthy and inappropriate. In addition, staff do not teach children why exercise is important for the body. However, children learn about the importance of self-care skills as

they regularly wash their hands. Staff teach children about cleaning their teeth, and all children have a toothbrush. During the inspection, immediate action was taken by the manager to ensure the toothbrushes were stored more appropriately to prevent cross-contamination.

- Support is given to children with special educational needs and/or disabilities. Staff know the children very well. All staff have attended training to assist children who need extra support. They work closely with parents and external agencies who may also be involved in a child's care. This ensures these children make progress in their learning.
- The manager supports staff's well-being. Regular meetings are completed, and staff have opportunities to access training and enhance their professional development. The manager recognises that the COVID-19 pandemic has had a significant impact on children's ability to communicate effectively. Recently, staff attended a local initiative to screen children's language skills. All children undergo this screening, which enables staff to assess children's current levels. Staff use what they find out and put a targeted plan of support in place to help encourage children to develop their communication and language skills.
- Staff talk to children about their feelings. When children knock towers of bricks over, which have been built by their friends, staff talk to them about how that may make their friends feel. This raises some awareness for some children. However, this level of teaching and understanding is not embedded throughout the setting. Children are not always taught why they should not do something. For example, if a child throws a toy, they are told to 'stop throwing', and if they do not sit down at lunchtime, they are told to 'sit on your bottom'. Information is not shared with the children as to why they should or should not do these things or about what may happen, such as that people may get hurt. This does not support children to self-regulate their behaviour. However, on the whole, children behave well and there are few instances of unwanted behaviour.
- At times, the nursery routines negatively impact on children accessing the curriculum. Children wait for long periods with their coats and shoes on to go outside. Not all children can access snack at the same time, and this causes children confusion. Children have toys removed from them when it is time to tidy up, despite being actively engaged in their chosen play.
- Parents comment that they like the setting as their child likes going. They say staff do lots of activities with children and they make progress in their learning. Staff share information with parents through an online application and during parents' evenings. They recently had a grandparents' day, where grandparents could come and spend time with children within the setting. Support is given to parents to help with their child's learning at home. For example, there is a lending library, and books are sent home for parents to read with their children. However, staff do not fully support parents to make healthy choices for their children's lunch boxes.
- Staff complete focused activities with their key children. This helps to form strong relationships and enables staff to complete observations of the children and the progress they are making. Staff plan precisely for children's next steps in learning, using their interest to enhance their play. For example, they use and blow bubbles to help children speak and express themselves as bubbles are a

particular interest of the children.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have a good understanding of the signs and symptoms which indicate a child may be suffering harm. They know the procedures to follow if they have concerns about children in their care. However, despite this, when staff have raised concerns about children and provided a written account, the previous manager has not referred the information to the appropriate authorities. The newly appointed manager has made changes to existing policies and procedures but has not yet completed a safeguarding audit and made appropriate referrals. This means children are not adequately safeguarded. In addition, the manager and staff failed to identify that the nappy-changing facilities were not appropriate.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure the premises, equipment and resources are fit for purpose and suitable by ensuring they are clean and do not pose a health risk to children	02/12/2022
ensure there are suitable hygienic changing facilities for changing any children who are in nappies	02/12/2022
complete a review of the concerns about children's safety or welfare and notify agencies with statutory responsibilities without delay.	02/12/2022

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

	Due date

improve the curriculum and staff practice to help children understand how to keep healthy	23/12/2022
continue to embed effective behaviour management strategies to ensure that children learn to recognise how their feelings and behaviour impact on others and they learn to keep themselves safe.	23/12/2022

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

- review the nursery routines so they impact less negatively on children accessing the curriculum
- continue to support parents even further in making healthy choices for their children's lunch boxes.

Setting details

Unique reference number	EY490790
Local authority	Staffordshire
Inspection number	10254250
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 4
Total number of places	24
Number of children on roll	24
Name of registered person	Stretton Springs Pre School CIO
Registered person unique reference number	RP534699
Telephone number	07495312775
Date of previous inspection	15 March 2017

Information about this early years setting

Stretton Pre School registered in 2015. The pre-school employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, and six at level 3. The pre-school opens from Monday to Thursday, term time only. Sessions are from 8.30am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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