

Inspection of Caddington Pre-School

Caddington Village School, Five Oaks, Caddington, Luton LU1 4JD

Inspection date:

25 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

Children's welfare is not protected. Partnerships with parents are weak. Key persons do not work closely with families to support the needs of children. As a result, leaders and managers are not alert to issues of concern in a child's life at home or elsewhere. Information about children's general health is not discussed and parents are not signposted towards support. Staff do not take time to forge relationships with parents in the early stages of a child joining the pre-school.

The lack of ongoing training for staff means that not all children receive a rich quality of education. Staff do not ensure that children experience broad and suitably challenging opportunities to learn. While activities reflect children's emerging interests, the next steps identified by staff are not always appropriate to help children develop to their full potential.

Despite this, children are confident in the pre-school and enjoy attending. Staff are sensitive to children's emotional needs and are kind and caring in their approach. They offer lots of cuddles and reassurance, which helps children to settle. Children behave well and they tidy up with each other at times through the day.

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

- Recently, there have been a number of changes to staff. The manager has been working hard to secure a permanent staff team. However, newly recruited staff do not have a thorough induction. As a result, there are weaknesses in staff's practice that have an impact on children's early years experiences at this pre-school.
- Children with special educational needs and/or disabilities (SEND) are not supported well. There is no special educational needs coordinator in place to specifically focus on ensuring children with SEND make the progress they are capable of.
- Effective staff supervisions have not been implemented. The manager gives direct feedback to staff about their practice. However, they are not aware of future targets for their professional development and their practice is not monitored regularly. This means that weaknesses in staff's practice and knowledge have not been identified. This has a negative impact on the quality of provision for children.
- Children are not supported to have a positive attitude towards leading their own learning. For example, staff frequently direct children to activities. This does not help children think for themselves and develop their own ideas.
- On the day of the inspection, the manager was not able to demonstrate how she continues to check the ongoing suitability of staff. Consequently, leaders do not have an oversight of the suitability of staff working with children. This poses a

potential risk to the safety of children.

- Children enjoy interacting with staff members. For example, children go 'shopping' in their pretend greengrocer's shop. Staff speak to them about coupons, money, and debit cards. Children sit during snack time and discuss the different fruits that they are going to be trying.
- Most children arrive happily and separate well from parents. Staff share information about children's achievements through an online platform. Parents report that they are happy with the care their children receive. However, when children start at the pre-school, the manager and staff fail to gain pertinent information about children's individual needs, such as language spoken at home. This means that, for example, children who speak English as an additional language are not supported well.

Safeguarding

The arrangements for safeguarding are not effective.

The ongoing suitability of staff is not monitored. The manager does not know if all her staff team continue to be suitable to work with children. Managers and leaders do not act on concerns within a child's life, such as potential signs of neglect. This means that staff do not take sufficient action to promote children's welfare. The manager ensures that staff attend safeguarding training arranged by the local authority. Staff can identify possible signs of radicalisation and extreme views.

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 that all staff, including temporary and support staff, have a robust induction and understand their role and responsibilities	19/01/2023
ensure that any initial concerns about children's welfare are swiftly acted upon	06/01/2023
ensure that all staff are aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children	06/01/2023

identify a special educational needs co-ordinator in the pre-school who has the responsibility to effectively support children with SEND to make good progress	16/01/2023
ensure weaknesses in staff's teaching practice are identified and staff are provided with the coaching, training and support they need to further develop their teaching skills	20/03/2023
ensure that partnerships with parents are effective to make sure the needs of all children are met, including when children first start at the setting	06/01/2023
ensure that support for children who speak English as an additional language helps them to make good progress in all aspects of their learning and development	06/01/2023
establish an ambitious curriculum that meets children's individual learning needs, giving them opportunities to learn by leading their own play as well as taking part in play led by adults.	19/01/2023

Setting details

Unique reference number	EY539522
Local authority	Central Bedfordshire
Inspection number	10234016
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	36
Name of registered person	Caddington Pre-School Committee
Registered person unique reference number	RP534574
Telephone number	07719080377
Date of previous inspection	14 March 2017

Information about this early years setting

Caddington Pre-School registered in 2015. The setting employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday during term time. Sessions are from 8.45am until 3.30pm on Monday to Friday.

Information about this inspection

Inspector

Amy Clarkson

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 this into account in their evaluation of the provider.
- The pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want 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 talked to staff at appropriate times during the inspection and took account of their views.
- The pre-school manager and the inspector completed a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The inspector asked to see relevant documentation.
- The inspector spoke with the pre-school manager about the leadership and management of 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