

Inspection of St Benedict's Pre-School

St. Benedicts Church, Hollingsworth Road, LOWESTOFT, Suffolk NR32 4AX

Inspection date:

30 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

Children's welfare is compromised. Those responsible for leading safeguarding practice do not fully understand local safeguarding procedures.

Despite this weakness, children demonstrate that they are happy to come into the pre-school and leave from their parents at the main door. The pre-school is well resourced. Children participate in a range of learning activities and experiences that support their interests and promote the areas of development. For example, staff add knives and forks to the play dough area. They encourage children to practise using them and support their use at mealtimes.

Children have good relationships with staff and each key person knows their children well. Children are curious and show enjoyment as they engage in their play and learning. Staff enhance this through effective planning of the curriculum and the pre-school's layout, both indoors and outdoors. For example, staff use visual boards to support some children. This allows them to understand what will be happening next, as they move through different parts of the day. Children are active learners. They play and share cooperatively with each other, demonstrating they are learning key skills. Children happily share their play dough with others without hesitation.

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

- Leaders and staff are aware of the signs of abuse and what to do if they have a concern about a member of staff. However, safeguarding leaders have not followed appropriate procedures when concerns arise that a child may be at risk of harm. This means they have not met their statutory obligation to protect children from harm, by sharing information with other agencies.
- Leaders look to build on the opportunities and experiences they offer. For example, they introduce small group times with simple but effective games, that focus on attention, communication and language. Children enjoy taking part in the games and remain engaged for the entire duration.
- Not all staff consistently promote good hygiene practice. For example, children play with ice in a tray and sometimes experiment by putting it in their mouths and spitting it back into the tray. Staff do not give children enough explanation to help them understand the importance of good hygiene.
- Parents speak positively about the setting, and the relationship they have with their child's key person.
- The manager is clear about what she wants children to learn. Through observations, staff identify delays in some children's language and social development. The curriculum focuses on improving children's communication and language skills. Staff work to support this continuation at home, by sharing

resources with parents. While there is a strong focus on teaching children how to sign, parents sometimes struggle to understand what their child is signing as they do not have enough information.

- Leaders and staff understand their local community and the pressures they face. They look to support the families in all areas. The setting has recently started ensuring children can come in and eat as soon as they arrive. They provide food and other items for families to take, with donations they have received from the church and local community.
- Children are learning through the activities staff provide. For example, as children help to prepare snack, the member of staff shows them how to use a knife to cut with. The member of staff shows children how to use the serrated edge to cut. Later, when children try to cut a pear, they look at the knife and turn it around to use the correct side themselves. Children are pleased with themselves when they manage to cut the fruit by themselves.
- The special educational needs coordinator (SENCo) works well with parents to support children with special educational needs and/or disabilities (SEND). They work in partnership where appropriate with external agencies and share this information with parents. Consequently, children receive targeted support for their learning, both at home and in the pre-school.

Safeguarding

The arrangements for safeguarding are not effective.

Staff designated to take the lead for safeguarding do not act swiftly to report child protection concerns to the relevant agencies. This does not keep children safe. However, staff know of the signs and symptoms of abuse and are aware of what procedures to follow if they had a concern about another member of staff. Staff receive regular training updates and filter this through to parents when appropriate. For example, when they receive information on local county lines, they pass this on to parents. Staff complete daily safety checks, both indoors and outdoors, to ensure the children's environment is safe at all times.

What does the setting need to do to improve?

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

	Due date
take action to protect children from harm and ensure that any concerns are promptly shared with relevant safeguarding agencies.	16/12/2022

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

- support staff to give clear explanations to children about hygiene practice to help them understand how this contributes to their good health
- provide parents with more information to enable them to support their child's learning and development at home.

Setting details

Unique reference number	EY456784
Local authority	Suffolk
Inspection number	10236032
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	30
Number of children on roll	33
Name of registered person	St Benedict's Pre-School Committee
Registered person unique reference number	RP532206
Telephone number	07791849899
Date of previous inspection	15 March 2017

Information about this early years setting

St Benedict's Pre-School was registered in 2012. The pre-school employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens Monday to Friday, during term time. Sessions are from 9.15am until 12.15pm. Afternoon sessions run from 12.45pm until 3.45pm on Tuesday and Thursday, with a lunch club from 12.15pm until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Hopson

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 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 talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.

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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