

Inspection of Blackmoor Badgers

Blackmoor Village Hall, Honey Lane, Blackmoor, Liss, Hampshire GU33 6BU

Inspection date: 7 December 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 safety and welfare are compromised. Managers and leaders do not understand the correct procedure to follow when responding to allegations against a member of staff. This impacts on their ability to take prompt and effective action to protect children when necessary. Robust procedures are not in place for recruitment and to ensure that adults remain suitable to work with children.

Nonetheless, children are happy and are developing in their learning. Staff have high expectations for behaviour. Children are supported to regulate their emotions through gentle reinforcement and interactions. Staff encourage the children to help each other. For example, children are asked to find boxes for each other when their friends are struggling to carry their tools. Staff praise good behaviour, and children show pride in helping each other.

Children share their love of books with the staff. They sit and listen to stories intently, and staff check their understanding by asking appropriate questions. The children have opportunities to write using various mark-making tools and equipment, and they concentrate during their activity. For instance, children are given pens and white boards. They focus intently while staff support them to form letters and create different marks.

Overall, children are developing good relationships and benefit from plenty of well-organised and stimulating activities that are available to them.

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

- Staff do not fully understand and follow the setting's safeguarding policy and procedure. Safeguarding matters are not referred swiftly to ensure all professionals have important information. As a result, children's safety is not assured.
- The manager does not have effective systems in place to rigorously monitor staff's work. Staff do not receive ongoing support for improvement, to develop skills and to discuss any concerns that may arise. This means that gaps in staff's knowledge have not been promptly identified and addressed. This has an impact on the overall quality of care children receive. Despite this, children are progressing well in their learning.
- Effective systems for robust recruitment cannot be assured. Records of the vetting processes completed are not available. As a result, the suitability of staff who have regular contact with children cannot be guaranteed. This compromises children's safety and welfare.
- Staff know children well and have quality interactions about their interests. Children are secure and talk openly to staff. They learn new words, and staff

support them using the words they have learned when communicating with others.

- Children have opportunities to advance their learning and build on what they already know. They find out by exploring and become engrossed in their chosen activity. For example, children use their senses to investigate a snow scene. Staff support them to use descriptive language and describe what they are seeing and feeling. This shared reflection gives children new knowledge and extends their learning.
- Staff support children to develop their mathematical understanding during playful activities. For instance, children are encouraged to count blocks while playing and use positional language such as 'on', 'under', and 'behind'. This helps children to build secure foundations in their mathematical knowledge.
- Children really enjoy listening to stories. They show recall by answering appropriate questions and joining in with key phrases. They listen intently, and staff read to them in a way that excites them. Children develop a love of books and stories.
- Overall, children are provided with good learning opportunities across the different areas of development. They show high levels of focus and enjoyment in their play and learning. For instance, children explore the tools and engage in imaginative play that allows them to wallow in their experiences.
- Children behave well, and staff uphold behavioural expectations. They are currently supporting children to manage their feelings and understand their emotions effectively. They encourage children to reflect on their own feelings and those of others. This has a positive impact on children and helps them to understand how their own behaviours affect others.
- Parents are happy and are kept up to date with their children's learning and development. They express their fondness of the setting and explain that it is a family environment.

Safeguarding

The arrangements for safeguarding are not effective.

Failings in safeguarding mean that children are not protected sufficiently. Policies and procedures are not followed in line with local safeguarding practice. Managers and leaders do not understand the importance of referring safeguarding information in a timely manner. Furthermore, the manager was not able to provide evidence of robust checks to ensure that staff are suitable to work with children and assure on-going suitability. However, staff hold current and relevant paediatric first-aid certificates. They understand some child protection issues, such as fabricated induced illness and county lines. Staff know the signs and indicators of abuse and look out for changes in children's behaviour that may cause them concern.

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
take action to ensure managers and staff members understand the setting's safeguarding procedures and know how to respond to any allegations made against a member of staff	04/01/2023
ensure that the person who takes the lead responsibility for safeguarding has effective training and knowledge to implement the child protection policy effectively and support staff's understanding of all safeguarding issues	04/01/2023
ensure all staff, including the person who takes the lead responsibility, have a secure knowledge of safeguarding issues and understanding in line with the local safeguarding partners' guidance and procedures	04/01/2023
have records available to ensure that the effective recruitment and vetting process and procedure are implemented	04/01/2023
put appropriate arrangements in place for staff supervisions for those who have contact with children and their families.	04/01/2023

Setting details

Unique reference number	EY412514
Local authority	Hampshire
Inspection number	10235426
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 4
Total number of places	10
Number of children on roll	30
Name of registered person	Rudd, Carole Ann
Registered person unique reference number	RP905622
Telephone number	01420 487887
Date of previous inspection	17 March 2017

Information about this early years setting

Blackmoor Badgers is based in Hampshire and registered in 2010. The pre-school opens five days a week, during term time. Sessions are from 9am to 3pm, on Monday, Wednesday and Friday, and from 9am to 1pm, Tuesday and Thursday. The pre-school receives funding for free early education for children aged two, three and four years. The setting employs 2 members of staff, both of whom hold relevant qualifications at level 3.

Information about this inspection

Inspector
Kelley Ellis

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 inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector observed the interactions between staff and the children.
- The inspector carried out joint observation of group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The Inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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.

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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