

# Inspection of Holyport Pre-school

Youth Club Hall, Money Row Green, Maidenhead, Berkshire SL6 2NA

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Inspection date: 23 November 2022

## **Overall effectiveness**

**Inadequate**

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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**

Leadership and management at the pre-school are poor. Leaders do not have sufficiently robust arrangements to safeguarding children. They fail to complete required vetting processes for new staff and do not monitor the ongoing suitability of existing staff. Despite weaknesses in leadership, overall, children enjoy exploring the wide variety of activities that the pre-school offers. For example, they excitedly chat with friends and adults as they begin to make play dough.

Children behave well and demonstrate that they understand the feelings of others. For example, children go to get staff and tell them that their friends need help with something. However, at times, staff fail to plan age-appropriate activities that meet the needs of the youngest children. As a result, some younger children do not engage well with activities, such as whole-group times. Despite this, when younger children need support, staff help them by holding their hands and showing them the toys to play with.

Children's communication and language skills are strong. They confidently share their thoughts and ideas with others. For example, they excitedly tell adults about their 'sea turtles' that live in the 'ocean'. However, at times, staff take on a more supervisory role and fail to support children's learning. As a result, children do not learn beyond what they know and can do.

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

- The leadership and management of the pre-school is not effective. In addition to the weaknesses in arrangements to safeguard children, leaders fail to recognise that the curriculum does not always support the youngest children. For example, staff do not warn younger children that a change is about to happen in the routine and children become upset. Despite this, staff know the children well and comfort them with cuddles and distract them with other activities when needed.
- Leaders do not have appropriate arrangements in place for the supervision of staff. They fail to recognise the importance of staff's ongoing professional development and, as a result, teaching does not improve over time. This does not address the inconsistencies that exist in the quality of staff interactions with children.
- Staff help children begin to recognise what makes them unique. For example, children excitedly look into mirrors and compare their features to their friends and staff. Staff skilfully question them to get them to think about the similarities and differences between themselves and others.
- Children's physical skills are strong. They have a wide variety of opportunities to practise these. For example, they proudly show adults how they can balance on

beams and ride bikes fast around a track. Children have the large motor skills they need for being active in their play.

- Children have a positive attitude to play and learning. For example, they delight in playing 'The floor is lava' and giggle and laugh as they follow the actions. They have a can-do attitude and keep trying hard. For example, they work with friends for a long time, sweeping and collecting leaves into buckets. They learn how to sweep with brooms and use a dustpan and brush to achieve their goal. Children have the skills they need for joining in with new experiences in the future.
- Staff and leaders have positive relationships with parents. Parents like the regular updates they receive about their children's learning and development. They enjoy the daily verbal handovers with staff and also the online observations of their children. Parents say that their children have grown in confidence since being at pre-school. They value the individualised support they receive from the staff. For example, staff help parents with new food ideas for children with dietary requirements. Parents say that the staff and leaders are friendly and approachable.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not understand their roles and responsibilities in ensuring the suitability of staff. They do not complete the necessary vetting of new staff and do not have systems in place to monitor the ongoing suitability of existing staff. This does not adequately ensure children's safety and well-being. Despite this, staff attend regular training to keep their knowledge of safeguarding issues up to date. They know where to report it if they have concerns over children's welfare. The staff know how to spot the signs and symptoms of issues, such as neglect or radicalisation. Staff carry out daily risk assessments to check for dangers in the environment, such as broken glass in gardens. This minimises the risk to children.

## 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:**

	<b>Due date</b>
improve the supervision and monitoring of staff to strengthen the quality of teaching	09/12/2022
implement the required vetting and ongoing suitability checks for staff to ensure they are safe to work with children.	09/12/2022

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

- strengthen the curriculum to more effectively reflect the differing needs of individual children
- enhance the opportunities to promote the professional development and training of staff, so that children consistently benefit from high-quality interactions

## Setting details

<b>Unique reference number</b>	108450
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10234064
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Holyport Pre-school Committee
<b>Registered person unique reference number</b>	RP524276
<b>Telephone number</b>	07840 935401
<b>Date of previous inspection</b>	10 March 2017

## Information about this early years setting

Holyport Pre-school registered in 1965. It operates from the Youth Club Hall in the village of Holyport, Maidenhead in Berkshire. The pre-school is open each weekday during term time only. Sessions run from 9am to 3pm on Monday, Wednesday, Friday and from 9am to 12 midday on Tuesday and Thursday. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs five staff, of whom four hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Mandy Cooper

## 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 and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

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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