

# Inspection of Warborough & Shillingford Pre-School

St. Laurence C E Primary School, 16 Thame Road, Warborough, WALLINGFORD, Oxfordshire OX10 7DX

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Inspection date: 14 December 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Weaknesses in safeguarding procedures compromise children's safety and welfare. Leaders have failed to ensure that the requirements of the 'Statutory framework for the early years foundation stage' are met. They have neglected to take significant action necessary to maintain the overall quality of the provision.

Staff have a poor regard for children's learning. They do not engage children in purposeful activities that offer challenge. Children are left to wander freely for long periods of time and are not excited by what the environment provides. This means that children are disengaged in learning. Their behaviour and attitude to learning is poor. Children's experiences are hindered by a lack of understanding by staff about their developmental levels. For example, children with a delay in their speech and language are missing out on early language assessments, as no one is sure if they have been assessed.

The key-person system is ineffective. Children sit and play alone for long periods of time. The impact on children is that they are not forming secure attachments. Staff do not support the implementation of a language-rich environment. Children are not experiencing involvement in meaningful conversations to extend their thinking. Staff do not have enough understanding of children's learning and development in order to determine what children know now and what they want them to learn next. The poor quality of teaching means that children's individual development needs are not being met.

The curriculum intent, although thought out, is not implemented across the team. Children are not afforded time to practise new skills. They are not independent in their thinking, and this stunts further learning opportunities.

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

- Leaders compromise children's safety by not adhering to safe recruitment processes. Some required checks on staff were missing at the inspection. Personal staff documentation could not be validated on site. Some staff are working without being interviewed prior to commencing their role. Leaders and the pre-school committee show a lack of understanding about safe recruitment processes. Staff do not have suitable checks in place to ensure that they are safe to work in the setting. This compromises children's welfare.
- Leaders do not ensure that staff have an appropriate understanding of child protection. They do not have effective arrangements to check that staff know and understand the safeguarding procedures. This does not adequately ensure the well-being and safety of children.
- Teaching lacks ambition. Activities set up are uninspiring and lack challenge for

children. Children do not receive meaningful adult interactions. Staff do not provide an environment that stimulates conversation and extends children's thinking. This has a direct impact on the attitudes of learning for children. For example, speech and language has been identified as a significant delay for some children, yet training for staff to support this is insufficient. Staff do not communicate with each other about interventions used. This has a serious impact on the quality of education for children.

- The six-step curriculum plan implemented at the setting takes consideration of all aspects of learning and development. However, it is not evident in the teaching practice or the learning environment. Staff are not sure what this curriculum plan means for children in their care. Children are not participating in activities, for example, that support independence. Staff practice demonstrates a poor understanding of the curriculum.
- Leaders do not ensure that all staff receive adequate induction, supervision, support, coaching and training. They do not fully engage with supervision and monitoring of the staff team. Weaknesses in teaching are not identified, and actions are not taken to support and effect positive change in practice. Training identified to support children, especially those with early language delay, is unsuccessful.
- Leaders and staff do not work closely with parents to educate them around healthy lifestyles. Snacks and lunch boxes are not consistently healthy for all children. As a result, children are not able to make healthy food choices. The children are therefore not learning about the importance of healthy lifestyles. This has a direct impact on the promotion of health and welfare for children.
- Leaders and staff do not focus sufficiently well on arrangements to promote children's health. Children bring in packed lunches, but staff do not monitor or work with parents to ensure that the food children eat each day provides a healthy, balanced diet. The children have access to an outdoor space. However, staff do not provide sufficient opportunities for children to be physically active and take part in vigorous exercise.
- Partnerships with parents are variable, as not all staff communicate well with parents. However, some staff share information about children well, providing photos and commenting on their day.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Managers and leaders are vague about whether suitability checks on staff and committee members have been completed. They do not follow the recruitment procedures set out in their safeguarding policy. Leaders and staff have a poor understanding of child protection matters, including 'Prevent' duty. They lack awareness of signs and indicators that would raise concerns for children and adults. This does not adequately ensure that children are safeguarded.

## **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>
ensure safe recruitment processes and procedures are implemented effectively to keep children safe	11/01/2023
update and improve staff's knowledge and understanding of child protection legislation and government initiatives, including the 'Prevent' duty guidance, to keep children and their families safe	11/01/2023
develop knowledge and understanding of all significant changes that must be notified to Ofsted	11/01/2023
ensure all required records are made available for inspection, including those that are stored off the premises	11/01/2023
ensure all staff receive adequate induction, supervision, support, coaching and training to fulfil their roles	11/01/2023
ensure staff provide good-quality learning experiences and effective support and interaction to engage all children, ensuring they make good progress in their learning and development	11/01/2023
improve the arrangements to support children's good health, including promoting a healthy diet and providing more opportunities for active play	11/01/2023
establish a key-person system that support children's individual care and learning needs.	11/01/2023

## Setting details

<b>Unique reference number</b>	EY351101
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10263423
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Warborough and Shillingford Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP526973
<b>Telephone number</b>	01865 859933
<b>Date of previous inspection</b>	2 May 2017

## Information about this early years setting

Warborough & Shillingford Pre-School registered in 2007. It is open from 9am to 3pm, each weekday, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs eight members of staff, seven of whom hold relevant qualifications between level 3 and level 5.

## Information about this inspection

**Inspector**  
Stephanie Dorling

## 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 deputy manager led the inspector on a learning walk and discussed their curriculum.
- Discussions with the staff team were conducted by the inspector.
- The inspector spoke with the children and some parents available on the day of inspection.
- A selection of relevant documents were viewed by the inspector.
- The inspector spoke with the manager about the leadership 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.

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