

# Inspection of The Community Pre-School

Station Road, West Hallam, Ilkeston, Derbyshire DE7 6GX

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Inspection date: 17 February 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is inadequate**

Committee members do not fully understand their roles and responsibilities. The registered nominated individual has failed to notify Ofsted of committee members who have resigned from their positions. They have also failed to notify Ofsted of new appointments to the committee in a timely manner. Committee members have been in post for a significant amount of time before providing Ofsted with information needed to carry out suitability checks. This has led to breaches of the safeguarding and welfare requirements and means that the suitability of committee members is not assured.

Despite this, children enjoy and confidently access the well-planned activities that staff have thoughtfully provided for them. Staff carefully consider children's interests and next steps when planning for children's learning and development.

Staff have created an allotment area to grow fruit and vegetables. Children take great pleasure in helping staff to maintain this. They confidently use their whole bodies as they stand and then squat while digging in the soil. Children have the opportunity to develop their vocabulary and practise pronouncing new or difficult words. Children say, 'I have found a 'tatoe'', and staff sensitively support their language development, saying, 'yes! You have found a potato.' Staff support children to develop their mathematical skills as they count and compare the sizes of carrots. Children use a magnifying glass to look at the carrots and say, 'this one is smaller'.

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

- Changes to the nominated individual and committee members have not been notified to Ofsted within the relevant timescale. New members of the committee have not provided information to Ofsted quickly enough for suitability checks to be carried out in an appropriate timeframe. This leaves the suitability of these individuals unknown. Those who have oversight and governance of the pre-school do not have an in-depth understanding of their roles and responsibilities.
- Leaders have started to implement staff supervisions. However, this is still in its infancy. As a result, leaders do not have fully effective oversight and monitoring of staff practice. This means that staff do not receive targeted support to help them develop and improve individual teaching practices.
- Staff plan whole-group activities. For example, staff read stories and take part in singing together. However, on occasion, some children do not benefit from these group learning opportunities. This is because the organisation of group activities does not maintain interest and engage all children.
- Mealtimes are used effectively to support children's communication and social skills. Staff sit and eat with children. They use this time well to further develop

children's understanding of healthy eating and encourage children to understand how to make good food choices.

- Staff help children to problem solve. For example, while children are playing with the farmyard and diggers, staff ask children, 'how can we fit the trailer to the tractor?' Children think out loud and say, 'how can we do it?' They make suggestions, such as using sticky tape. Staff help children to trial this idea, testing out to see if it works.
- Staff support children's growing imagination and creativity. Children tell staff they want to make a birthday cake. Staff show children how to roll out the play dough, explaining how it is now flat and ready for decorating. Children use pom-poms as sprinkles and straws as candles. They proudly show staff their creation and tell them it is a 'spider cake'. Staff clap and praise children for their magnificent cake.
- Children enjoy exploring the outdoor environment. Staff ignite their interest in the natural world around them. For example, they provide binoculars for children to search for birds in the sky. Children approach staff with sheer excitement when they spot a bird. Staff build upon children's knowledge and encourage them to identify and draw a circle around the species of bird that they have seen.
- Staff are consistent in implementing rules and expectations for behaviour. Children's behaviour is good, and they are keen to help one another. For example, before outdoor play, children help their friends to find and put on their coats.
- Parents speak highly of the pre-school. They know who the keyworker is for their child and comment that 'staff are amazing'. Parents feel that they are well informed about their children's daily activities and developmental progress.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have robust recruitment procedures in place for the appointment of new committee members. The nominated individual has not supplied Ofsted with information about themselves and members of the committee to enable suitability checks to be completed. This is a potential safeguarding risk to children. Despite this, staff promote children's safety and good health. For instance, during mealtimes, they ensure that grapes are sliced and safely supervise children to help prevent choking. Staff undertake safeguarding training. They know how to identify safeguarding issues and who to talk to regarding any concerns. Staff deal with accidents promptly and appropriately to ensure the well-being of children.

## What does the setting need to do to improve?

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

	<b>Due date</b>
ensure that Ofsted is provided with all necessary information regarding any new committee members so that essential suitability checks can be carried out	10/03/2023
ensure that committee members understand their legal roles and responsibilities and how to fulfil these.	10/03/2023

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

- strengthen arrangements for the monitoring and supervision of staff to further improve positive outcomes for children
- review the planning and organisation of group activities to ensure that all children are engaged and benefit fully from the learning intentions.

## Setting details

<b>Unique reference number</b>	206900
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10263308
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	24
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	The Community Pre-School Committee
<b>Registered person unique reference number</b>	RP522134
<b>Telephone number</b>	07563033360
<b>Date of previous inspection</b>	27 April 2017

## Information about this early years setting

The Community Pre-School registered in 1983 and is situated in Ilkeston. The pre-school employs seven members of childcare staff. Of these, six staff members hold appropriate early years qualifications at level 3. The pre-school opens on a Monday, Tuesday, Thursday and Friday, from 9.05am until 3.05pm, and Wednesday, from 9.05am until 11.35am, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mel Walker

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and grandparents during the inspection and took account of their views.
- The inspector carried out a joint observation of a planned activity with the deputy manager.
- 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.

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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