

# Inspection of Kymbrook Pre-school

Kimbolton Road, Keysoe, Bedford MK44 2HH

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Inspection date: 25 April 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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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 potentially compromised, as committee members have failed to ensure that they meet all their legal responsibilities. They have not notified Ofsted of significant changes to the committee. This means Ofsted has not been able to carry out suitability checks on some committee members who have an active role in the pre-school. Consequently, children's safety and welfare is not promoted, which has an impact on children's personal development.

Despite this, children are happy and enjoy their time at this pre-school. They explore a wide range of activities and resources, which are organised well for children to access independently. Children are active learners and are eager to join in engaging activities. For example, they show high levels of fascination and interest as they observe the live caterpillars, which they have been caring for at the pre-school. Children learn new vocabulary, such as 'cocoon', as they are immersed in interactive storytelling by staff. As a result, children develop a love for books and an appreciation for nature. Outside, children have good opportunities to develop their physical skills. They practise their climbing, jumping, running and digging in sand. This helps children to develop their gross motor skills and supports the development of their coordination. Children demonstrate good behaviour. Staff are positive role models who support children well. Children learn about the pre-school rules to help them stay safe and begin to recognise their emotions and feelings.

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

- Children's safety and welfare is not assured. The committee has not followed the correct procedure to provide Ofsted with information about all members in line with the statutory requirements. This means that the suitability of these members has not been checked. Some of these members have been in post for a significant amount of time and take an active part in the running of the pre-school. For example, committee members hold essential roles in ensuring that staff are suitable and the pre-school is run safely. This potentially puts children's safety at risk. However, all staff who work directly with children have had their suitability checked.
- The manager implements a broad and balanced curriculum that focuses on teaching children important knowledge and skills to successfully move on to the next stages of development. The well-designed environment enables children to make good progress in each area of learning. For example, children develop their social skills as they role play in their pretend restaurants. They use clipboards to take orders from adults for 'cheesy pasta' and 'circle pasta'. They make notes on their paper with drawings and tally charts. This helps children to understand that the marks have meaning.
- The effective key-person system ensures that staff spend good amounts of time

with children to develop positive bonds. Staff work in partnership with parents to ensure that their child's emotional well-being is supported effectively while they are settling into the nursery. While staff gather some important information about children when they first start, they are yet to gather enough information about what children already know and can do at home, to help them to precisely identify where children are in their learning and effectively plan to move them forward from the outset.

- Staff use intervention activities to help children make progress in their speech and language development. They sing songs, join in nursery rhymes and enjoy cuddles as they listen to stories read by staff. As a result, children become confident communicators.
- Staff skilfully weave mathematical concepts into their conversations with children. Children learn to count to 10 and beyond in English and French during circle time activities. Staff challenge children to evenly balance scales using scoops of sand. Children are curious as they mix colours and say, 'This makes blue'.
- Children learn about leading healthy lifestyles and develop their independence. Staff teach children the importance of good oral health through activities that allow children to practise using toothbrushes. Children are supported by staff to thoroughly wash their hands before they eat their healthy snacks. However, at times, staff do not allow children to do things for themselves, particularly during snack times. This does not support children to be fully independent.
- Parental partnerships are positive. They say staff are 'friendly, welcoming and supportive to the children and families'. Parents comment that there are noticeable improvements in their children's language skills and confidence.
- The manager is passionate about her role and reflective. She has a good awareness of the strengths in the team and has a clear plan for areas for future development. For example, training is used to upskill staff's practice.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The committee does not ensure that information about current committee members is shared with Ofsted so that suitability checks can be carried out. Some committee members are privy to confidential information about children and play an active role in the pre-school. This potentially compromises children's safety. The manager is aware of her role as designated safeguarding lead and who she needs to report concerns to about children or staff. She has a good understanding of local safeguarding concerns. Staff have a good knowledge and understanding of child protection, including safeguarding issues, such as county lines and child exploitation. Adult-to-child ratios are maintained at all times. The pre-school premises remains safe and secure through daily checks and risk assessments.

## **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 that all persons with governance and oversight understand their roles and responsibilities to raise the quality of the provision	15/05/2023
ensure that all committee members submit necessary forms to Ofsted to allow essential suitability checks to be completed.	15/05/2023

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

- seek further information from parents at induction about what children already know and can do at home, in order to identify their starting points and plan to move children forward in their learning from the very beginning
- provide further opportunities for children to develop their independence skills, particularly during snack times.

## Setting details

<b>Unique reference number</b>	219217
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10279741
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	22
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Kymbrook Pre-School
<b>Registered person unique reference number</b>	RP517118
<b>Telephone number</b>	01234 376100
<b>Date of previous inspection</b>	21 September 2017

## Information about this early years setting

Kymbrook Pre-school registered in 1997. The pre-school employs five members of childcare staff. Of these, four staff members hold appropriate early years qualifications; one at level 2, two at level 3 and the manager holds qualified teacher status. The pre-school opens Monday to Friday, from 8am until 5.30pm, term time only. There is a breakfast and after-school club. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachael Small

## 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 manager and has taken that into account in their evaluation of the provider.
- The inspector and manager observed activities in the indoor and outdoor learning environments used by children. The manager talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents shared their views with the inspector during the inspection.
- The inspector carried out a joint observation with the manager and observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the interactions between staff and children.
- A sample of relevant documentation was viewed by the inspector, including staffs paediatric first-aid qualifications.

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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