

Inspection of Edenham Pre-School

Grimsthorpe Estate, Grimsthorpe, BOURNE, Lincolnshire PE10 0LY

Inspection date: 3 May 2023

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

The risk assessment procedures when pre-school children play in one of the outdoor spaces, are not always followed correctly by some staff who are new to the setting. This means that children are not supervised appropriately and they may leave the area unaccompanied. That said, staff encourage children to have a positive attitude to learning, for example, when they explore and investigate outdoors. Toddlers splash in puddles and laugh as the water splashes their faces. Children thoroughly enjoy the company of warm and friendly staff. Staff recognise when children may just need a small hug when they are feeling a little overwhelmed. This helps children to feel safe, understood and valued by staff.

Babies show excellent resilience and receive lots of praise and encouragement from staff. Babies stand on tiptoes to build four blocks, and each time they get to three, the blocks fall and they try again until they succeed. Staff place a strong focus on helping children to learn to share. For example, when toddlers learn how to make scones, staff encourage them to take turns to mix the ingredients. All children benefit from a curriculum that is ambitious and helps them to acquire skills and knowledge for future learning. As a result, children make good progress in their learning and development. Children behave well and are helpful to their peers. Pre-school children relish the responsibility given to them by staff, to help children who are visiting their room to find the wash basins.

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

- The provider does not ensure that new staff are confident in following the risk assessments in place. Consequently, children are not adequately supervised at all times. In addition, there is a gap in the hedge where potentially children could leave unsupervised or a member of the public could enter uninvited.
- Staff create a curriculum that focuses on the individual needs and ages of the children. For example, with staff close by, babies develop their physical skills as they pull themselves up to standing. Toddlers benefit from a language-rich environment where staff ask them questions so they can build on their vocabulary. Staff supporting pre-school children concentrate on developing the skills they need to start school, such as being independent.
- Staff place a strong emphasis on children learning through exploratory play and sensory experiences. Staff interact positively with children as they engage with these activities and resources. For example, pre-school children use their fine motor skills to chop vegetables to make pretend soup. Toddlers open tea bags and smell the different teas. Staff introduce words, such as camomile and peppermint. Babies show good handling skills as they fill and empty pots of rice.
- Staff introduce children to stories to develop their love of books. Pre-school children answer questions about what they see on the page. They confidently

identify and name a stag beetle. Babies watch with interest as staff turn the pages of a book and copy staff as they model the noises animals make.

- Staff effectively manage children's behaviour. They acknowledge that, occasionally, children get frustrated and struggle to regulate their feelings. Staff introduce strategies to help children at these times, such as offering yoga activities to help them to manage their behaviour.
- Children benefit from the experiences they have with nature and in the fresh air. Staff regularly take all the children on walks around the castle's vast grounds, where they meet free-roaming deer. Children collect sticks, bigger than themselves, as they walk to forest school and tell visitors, 'This is a bee stick.'
- Staff support children to learn about world events. During conversations, children recall facts, such as that King Charles III is having a coronation. Children play with resources that represent British traditions, such as creating an afternoon tea party.
- Staff acknowledge children access technology and the internet at home. However, they do not help children to understand how to identify potential hazards when they use technology in the setting.
- Overall, parents comment positively about the setting. All parents spoken to say they chose the setting for the outdoor experiences. However, there is some inconsistency in the effectiveness of information sharing. Some parents say staff have not shared what their children need to learn next.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not consistently follow the setting's risk assessments to ensure that children stay safe. However, the provider and staff demonstrate a good awareness of safeguarding matters. They are aware of the signs of abuse, including the impact of domestic violence on children, as well as the steps to follow to report any concerns that they may have. All staff are aware of the setting's whistle-blowing procedure and how to report any allegations made against staff. Staff have regular opportunities to update their knowledge, such as through refresher training and on the spot questions from room leaders. The provider has strong recruitment procedures in place to ensure that staff are suitable in their roles.

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:

	Due date
--	-----------------

implement procedures to ensure that children are supervised appropriately and unauthorised persons cannot enter the premises and children cannot leave the premises unsupervised.	09/05/2023
---	------------

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

- help staff to expand children's knowledge of how to stay safe when using internet-enabled devices
- strengthen communication with parents so that they are clear about what their child needs to learn next.

Setting details

Unique reference number	253776
Local authority	Lincolnshire
Inspection number	10279943
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	0 to 11
Total number of places	41
Number of children on roll	227
Name of registered person	Marshall, Julie
Registered person unique reference number	RP512641
Telephone number	01778 591368
Date of previous inspection	5 September 2017

Information about this early years setting

Edenham Pre-school registered in 1993. The pre-school operates from buildings on the Grimsthorpe Castle Estate, Bourne, Lincolnshire. The pre-school also provides after-school care called the Red Deer Rangers. The pre-school employs 16 members of childcare staff. Of these, 11 hold an appropriate early years qualification at level 3 and above. It is open Monday to Friday, all year round, apart from one week at Christmas. Red Deer Rangers operates throughout the holidays. The setting is open from 7.30am to 6pm.

Information about this inspection

Inspector
Sharon Alleary

Inspection activities

- This was the first routine inspection the pre-school 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 deputy manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023