

Inspection of Curdworth Pre School

St Nicholas Church Hall, Glebe Fields, Curdworth, Sutton Coldfield, West Midlands
B76 9ES

Inspection date: 27 June 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 safety is compromised, as Ofsted has not been informed of changes to committee members. Therefore, Ofsted has not been able to undertake the necessary suitability checks. This is a breach of statutory requirements. The unvetted committee members undertake roles, such as appointment of new staff members, and have direct contact with children when there are staff shortages. This puts children at risk of harm. Despite this, children do arrive happy and separate from parents and carers with ease.

Staff members do not hold valid paediatric first-aid certificates. This again breaches the statutory requirements and puts children at risk of potential harm in the event of a medical emergency. Children do not benefit from high-quality care and learning experiences. Staff are unable to differentiate teaching to engage all children. This impacts on the behaviour of some children.

Hygiene practices are poor. For example, children all wash their hands in a basin of soapy water throughout the day. This water is not changed between children when they use it after going to the toilet. This impacts on the health of children, as the possible spread of germs is not managed effectively.

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

- There are significant weaknesses in leadership and management. Leaders and managers are unaware of the statutory requirements and therefore allow breaches to occur. They do not have effective systems in place for monitoring and improving staff practice. This has a negative impact on the overall quality of provision. However, improvements have been made regarding information sharing between settings, which supports continuity of care for children.
- The manager has a clear intent for the curriculum for pre-school children. She works closely with the local school to ensure that children have learning opportunities that will prepare them for their first year of school. However, the curriculum for younger children is poor. It does not meet the needs of all children and is not ambitious enough. Children do not benefit from well-sequenced learning opportunities and therefore struggle to complete tasks when at play. For example, younger children struggle to use scissors correctly. Staff do not help them by modelling the correct way to use scissors or by providing any opportunities to further strengthen the muscles in their fingers.
- The curriculum for communication and language is not implemented well enough. Staff do not give the correct pronunciation of words for the children to hear. Although staff are aware to repeat words back to children when pronounced incorrectly, this is not done consistently. Therefore, children, including those with speech and language delays, are not getting the continued

help and support they need to make rapid progress.

- Children's behaviour and attitudes to learning are poor. For example, when children sit at snack time, they place their unwanted pieces of fruit in the bowls of other children. Children become upset. This behaviour goes unchallenged and unnoticed by staff members. The manager recognises this weakness and endeavours to implement some strategies to help children manage their behaviour. However, these strategies are ineffective.
- Staff do not engage all children successfully. Teaching is poor, as staff do not have the skills to differentiate between children of differing abilities. For example, staff do not promote learning opportunities during adult-led activities for the younger children. They are frequently told to sit down as they attempt to leave the group. This means the younger children are not engaging in learning that is meaningful or purposeful, as the teaching is too highly pitched.
- Staff do not always make timely assessments of information to establish children's likes and dislikes and what they need to learn next. For example, when new children start, weeks go by with no assessments taking place. As a result, staff are unaware of children's individual learning needs. This impacts significantly on the progress that children are able to make. Nevertheless, staff are able to identify when children need additional help. They know how to make referrals to the relevant external agencies so that children with special educational needs and/or disabilities receive the help and support they need. Parents comment that they are happy with the help and support they receive. They explain that staff have made valuable suggestions to help them to continue learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

The committee does not ensure that Ofsted is notified of changes. There is no effective system for new members to submit forms to allow suitability checks to be completed. Furthermore, there are no staff members who hold a valid paediatric first-aid certificate. This means that children's safety is not assured. Hygiene practices are ineffective. Despite these inadequacies, staff do know the different signs and symptoms of abuse. They understand the importance of keeping accurate records and making timely referrals. Staff know how to report any concerns that may arise regarding the conduct of other adults working with children.

What does the setting need to do to improve?

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

	Due date
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ensure that at least one member of staff holds a valid paediatric first-aid qualification and is on the premises at all times	04/09/2023
ensure new members of the committee submit forms to Ofsted to allow suitability checks to be completed	04/09/2023
improve hygiene practices to ensure children's health and well-being are promoted and the risk of spreading germs is minimised	04/09/2023
review the curriculum for communication and language so that children hear the correct pronunciation of words	04/09/2023
improve strategies to manage children's behaviour	04/09/2023
support staff to differentiate teaching and implement the curriculum to meet the needs of all children	04/09/2023
use assessments effectively to plan next steps in learning to meet children's individual needs.	04/09/2023

Setting details

Unique reference number	200565
Local authority	Warwickshire
Inspection number	10295280
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	15
Name of registered person	Curdworth Preschool Committee
Registered person unique reference number	RP522535
Telephone number	07443 467197
Date of previous inspection	7 December 2017

Information about this early years setting

Curdworth Pre-School registered in 1993. The nursery employs two members of childcare staff. Both staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12pm, with an optional lunch club until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Salma Yates

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 nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents 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 nursery.

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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