

Inspection of St Eval Pre-School

Lincoln Row, St Eval, Wadebridge, Cornwall PL27 7TR

Inspection date: 15 May 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The safety and well-being of children is compromised because managers and staff do not follow correct procedures to safeguard children. Processes for recording and monitoring injuries that happen at home are not effective to protect children from harm.

Most children enjoy their time at the nursery and are happy. Staff create strong bonds with children and there is a good key-person system in place. Outdoors, children manage risks and develop their physical skills. Some children play cooperatively as they pretend to make birthday cakes from dough. However, staff do not provide consistent messages when children struggle to share resources and toys, and when children struggle to manage their behaviour. Managers do not support staff to successfully manage children's behaviour and staff sometimes take inappropriate action. For example, staff use physical intervention with children unnecessarily.

The curriculum enables staff to support most children's learning. For example, older children are confident communicators and have the knowledge and skills they need when they move on to school. However, the curriculum does not focus well enough on supporting children with special educational needs and/or disabilities (SEND) to make progress in their learning and development.

Staff do not promote good hygiene practices. Children are not consistently supported to wash their hands before they eat. Staff fail to protect children from food contamination. On occasion, staff put food that has dropped onto the floor into children's bowls for them to eat.

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

- Leadership and management is weak. Although leaders have processes in place to safeguard children, they do not always act on concerns. Managers do not ensure that staff understand their responsibility to act swiftly when they may have a concern about a child. They do not ensure that staff consistently record incidents of injuries that have happened at home. Managers and the designated safeguarding lead do not routinely review and reflect on records of injuries to detect and act on any possible patterns of concern.
- Staff are not supported to ensure that they use appropriate strategies to manage children's behaviour. Staff inappropriately use physical intervention to manage behaviour when children do not pose a risk of danger or harm to themselves or others. Leaders and managers do not ensure that staff keep a record of any occasion where physical intervention is used, and they do not inform parents.

- Leaders do not ensure that all staff understand and use consistent strategies to support all children to understand expectations for good behaviour. Staff's expectations are not applied consistently and fairly, which is reflected in some children's behaviour and conduct. These children are not learning how their own feelings and behaviour have an impact on others. When children struggle with regulating their behaviour, leaders and staff do not take appropriate action to support them. Staff support some children to share and take turns. However, other children are permitted by staff to shout, cause disruption and take toys and activities from other children. Children receive mixed messages about what they should do in these situations.
- The curriculum encourages children to be independent and confident in their choices in readiness for school. Children benefit from story times, where they enjoy looking at books and learn that print carries meaning. Some children enjoy the role-play opportunities to be imaginative. However, leaders do not ensure that the curriculum is designed to give children with SEND the knowledge and skills they need. Staff do not receive the help they need to provide the best support for these children. They are unable to support the emotional well-being of children with SEND and, as a result, children with SEND do not engage in positive learning experiences.
- Staff do not promote the health of children; on occasion, they let them eat food that has fallen on the floor. They do not support children to develop healthy personal hygiene habits. For example, children do not consistently wash their hands before they eat at snack time, posing a risk to their health.

Safeguarding

The arrangements for safeguarding are not effective.

Although staff know how to recognise the possible signs of abuse, managers do not ensure that robust procedures are followed to safeguard children when they arrive with injuries sustained away from the setting. They are, therefore, unable to act promptly on any potential concerns. Managers ensure that children are supervised at all times. There are suitable recruitment procedures and monitoring of staff's ongoing suitability to work with children. Staff undertake safeguarding training to keep their knowledge up to date, however, managers do not ensure that training is put into practice. Managers conduct daily risk assessments of the premises to ensure that children are safe.

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
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improve safeguarding procedures to ensure that injuries children sustain at home are recorded, and followed up with parents and other agencies when needed	16/05/2023
ensure that staff only use physical intervention to manage a child's behaviour if absolutely necessary, and ensure that a record is kept of any physical intervention used and that parents are informed	16/05/2023
ensure that managers and staff use consistent strategies to help children learn that some behaviour is unacceptable and the consequences of their actions on others, so that they begin to form positive and respectful relationships	16/06/2023
improve the curriculum and its implementation to meet the needs of children with SEND	16/07/2023
ensure that staff follow good hygiene practices, with particular regard to food hygiene and handwashing.	16/05/2023

Setting details

Unique reference number	102862
Local authority	Cornwall
Inspection number	10289178
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	38
Name of registered person	St Eval Pre-School Playgroup Committee
Registered person unique reference number	RP520043
Telephone number	01841 540076
Date of previous inspection	15 November 2017

Information about this early years setting

St Eval Pre-School is a committee-run group, registered in 1991. It operates from a purpose-built building in the village of St Eval, Cornwall. The pre-school operates during term time only and is open each weekday from 9am to 3pm. There are eight members of staff, including the manager. Of these, five hold qualifications at level 3, two are unqualified and the manager holds a degree qualification at level 6.

Information about this inspection

Inspector

Victoria Jones

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 inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector spoke with the staff and children during the inspection.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The manager led the inspector on a learning walk and discussed how she delivers the curriculum.
- The inspector looked at relevant documentation and 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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