

# Inspection of The Glebe Pre School

Stanton Road, Stapenhill, Burton-on-Trent, Staffordshire DE15 9RR

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Inspection date:

7 July 2023

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## Overall effectiveness

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## Requires improvement

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

The committee has not notified Ofsted of changes to the individuals who form the committee. Although this is a breach of requirements, this does not have a significant impact on children's safety and welfare.

Staff ensure that children feel safe and secure. Children demonstrate this through their participation in the activities they enjoy. For example, children join in small-group activities to increase their confidence and fluency in letters and sounds. They remember that the inspectors name starts with a 'm' and they make the 'mmm' sound while they rub their stomachs. This demonstrates their understanding of letters beyond those in their name.

Staff create opportunities for children to use their imaginations to enhance their learning. Children are extremely sociable. For example, they serve their peers a pretend ice cream, giving them a choice of a cone or a cup. Children pretend to cook on a barbeque and roast marshmallows on a pretend fire. They predict that their food will be hot, which shows an awareness of cause and effect.

Staff have high expectations of all children. For instance, children receive a stamp and a sticker as a reward for good sitting, listening and tidying. This helps to reinforce children's good behaviour and positively contributes towards their happiness. For example, children excitedly count how many stickers they have and how many more they need to receive a prize.

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

- The committee has not provided Ofsted with the required information related to new committee members who have been in place for a while. This means that Ofsted have not been able to determine their suitability. The impact to children is minimal because committee members do not directly work with children and are not involved in staff recruitment.
- The manager monitors children's progress innovatively to identify gaps and guide children's learning. However, some staff do not share this information as well as possible to build on what other key-person's children need to learn next.
- Staff purposefully plan the environment to challenge children's knowledge and skills. This positively contributes towards their good behaviour and attitudes to learning. For example, children independently search for their name card to identify their place at the table.
- The routine is well embedded. For example, without prompt, children use a sand timer to monitor their time spent at activities. When coming in from the outdoors, they put on their indoor shoes, safely walk up the stairs and independently register their attendance. This shows that children fully

understand staff expectations.

- Staff encourage parents and carers to provide children with healthy food in their lunch box. They seek advice from the dentist to ensure the information they share promotes children's oral health positively. Staff eat with children to model their expectations for healthy eating and good manners. They visually check children's lunches to ensure their food is safe, for example to ensure children's grapes are cut to a safe size.
- The manager aims to further build on children's understanding of growth and decay. For instance, children learn words such as 'mould' and 'bacteria' as they watch a banana decay over several weeks. Staff ask children questions to encourage them to remember what the banana was previously like. This helps children to recall what they have observed and make comparisons.
- Through back-and-forth interactions with staff, children develop strong communication skills. This includes those children who speak English as an additional language. Children confidently calculate the number of children at the setting. They take into consideration the four empty spaces which children had previously sat in. This demonstrates their strong mathematical knowledge.
- Staff work with parents, other settings and professionals involved in supporting those children with special educational needs and/or disabilities effectively to ensure children's developmental needs are met right from the start. Parents report on the progress their children make.
- The small staff team is close knit and works well together. Staff feel highly supported by the manager and attend relevant courses to upskill. Staff identify plans for their ongoing professional development. They evaluate what works well in practice and how they can do things differently next time.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand the policies and procedures in place to help to protect children and their families. Policies are visible to ensure staff can report any concerns for a child's welfare in a timely manner, including allegations against staff. Staff regularly refresh their safeguarding knowledge through training, staff meetings and local safeguarding websites. This helps staff to signpost parents to relevant agencies should families need early support. Risk assessments are in place to ensure that children play and learn in a safe environment. For example, staff take first-aid supplies on outings to ensure that they can assist children's needs quickly.

## 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>
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inform Ofsted of any changes to the committee and complete the required suitability checks for all committee members in a timely manner.	21/07/2023
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**To further improve the quality of the early years provision, the provider should:**

- use the information key persons share about their children's individual next steps to further build on children's learning.

## Setting details

<b>Unique reference number</b>	218259
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10295287
<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 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	The Glebe Pre-School Committee
<b>Registered person unique reference number</b>	RP907861
<b>Telephone number</b>	07989 036 843
<b>Date of previous inspection</b>	6 December 2017

## Information about this early years setting

The Glebe Pre School registered in 1992. It is situated in Stapenhill, Burton-on-Trent. The pre-school employs four members of childcare staff. The manager holds an appropriate early years qualification at level 7. All other staff hold approved qualifications from level 2 to level 5. The pre-school is open during term time only from 9am until 3pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation of a mathematical activity with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The views of parents were considered by the inspector through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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