

# Inspection of Skips

West Kidlington School, Oxford Road, Kidlington, Oxfordshire OX5 1EA

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Inspection date: 17 July 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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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**

Children's welfare is compromised due to significant breaches in safeguarding requirements. Leaders do not always respond appropriately to child protection matters in a timely manner. This jeopardises children's safety and negatively impacts their personal development.

Despite this, the atmosphere at the pre-school is calm and engaging. Children happily play with others and explore the wide range of activities on offer. For example, children chatter to their friends as they paint and create pictures. They focus for long periods and use their good social skills to take turns with the brushes. Children learn beyond what they already know and can do.

Staff have high expectations of children's behaviour. They have set rules for children, such as using 'inside voices' and saying 'please' and 'thank you'. Children behave well and understand why the rules are in place. Younger children giggle with glee as older children push them gently around the garden in wheeled toys. They repeatedly say 'thank you' to one another. Children have respect for others.

Children have good independence skills. Staff offer children plenty of opportunities to hone these skills. For example, children excitedly make play dough and animatedly tell others what they have used to do so. Furthermore, children self-choose activities and are masters at using the given resources to aid their own learning. For instance, they delight in using the drawing station to draw engines that they have seen at the weekend.

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

- Leaders and managers do not understand their roles and responsibilities well enough. Weaknesses in overarching safeguarding procedures mean children's safety is not assured. For example, leaders fail to make timely referrals to the local safeguarding partnership when there are concerns about children's welfare. In addition, they do not follow their safeguarding policies and procedures when concerns are raised about staff or leaders. This includes circumstances that may affect their ongoing suitability.
- Leaders do not ensure that accurate and up-to-date information is available in relation to safeguarding matters. For example, some information they record is incorrect or missing vital details. This means it is difficult to ascertain whether information has been shared appropriately with other agencies, such as social services. This impacts on the safe and efficient management of the pre-school and the safeguarding of children.
- Staff plan a sequenced curriculum that focuses on a clear set of values. These include teaching children to be curious, independent, responsible, respectful and

kind. Children demonstrate these well in all aspects of their play. For instance, they enthusiastically dig in the sandpit to see what they can find. Children have good levels of curiosity and develop a love of learning.

- Staff know the children well and use this to plan the next steps in learning. For example, they offer older children the opportunity to talk together about their upcoming move to school. Younger children have the opportunity to practise their listening skills and happily play a game of 'Simon Says'. However, at times, some parts of the routine interrupt children's play. This does not always help children to focus on learning.
- Overall, children have positive attitudes to play and learning. For example, staff encourage children to climb logs and balance on one foot. Children enjoy repeating this challenge and smile with pride when they achieve this. Children have the persistence they need to learn new skills. However, at times, some staff do not always recognise and effectively support children who may not be as confident as others. This does not help these children to get the most out of the activities on offer.
- Staff plan an ambitious curriculum. Children with special educational needs and/or disabilities (SEND) make good progress. Key persons know these children very well and set individual plans to support their needs. For example, staff know when children with SEND need a quiet space to regulate their emotions or rest. This means that staff meet these children's emotional needs well.
- Staff build trusting relationships with parents and grandparents. Parents appreciate the detailed daily verbal feedback about their children's learning and development. Staff offer a wide variety of resources to help parents to extend their children's learning at home, such as backpacks with resources based on topics around bugs. Parents adore the opportunities they get to stay and play with their children. This, alongside the consistency in the staff team, helps children experience continuity in their care and learning.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Due to significant breaches in the safeguarding and welfare requirements, safeguarding is poor. Leaders and staff fail to follow the correct procedure when concerns arise about children's welfare or when there are allegations against staff. Despite this, staff know how to spot the signs and symptoms if a child was at risk of neglect or emotional abuse. Staff carry out daily thorough risk assessments. For example, they check with one another regularly to ensure staff are always deployed well to ensure they supervise children effectively.

## **What does the setting need to do to improve?**

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure that the designated safeguarding leads have sufficient understanding of their roles and responsibilities, including the role of the LADO, in order to promote children's safety and welfare	11/08/2023
ensure the designated safeguarding leads understand the safeguarding policy and procedures and respond to any concerns in a timely and appropriate way.	11/08/2023

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

- review and improve the organisation of activities and routines so that children's learning is not unnecessarily interrupted
- develop staff's skills further in supporting less confident children effectively, to help them to contribute and express their ideas.

## Setting details

<b>Unique reference number</b>	EY294341
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10301589
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	30
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	South Kidlington Infant Pre-School - Skips Committee
<b>Registered person unique reference number</b>	RP525034
<b>Telephone number</b>	07704 525312
<b>Date of previous inspection</b>	16 January 2018

## Information about this early years setting

Skips registered in 1970. It is situated in the grounds of West Kidlington Primary School in Kidlington, Oxfordshire. The pre-school is open each weekday, during term time, from 8.45am to 3.30pm. The pre-school employs eight members of staff. Of these, five hold recognised childcare qualifications from level 2 to level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mandy Cooper

## 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 provider 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 pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation during group time.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and grandparents shared their views of the setting with the inspector.

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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