

Inspection of Marham Village Pre-School

Cherry Tree Academy Marham Junior School, Hillside, Marham, Norfolk PE33 9JJ

Inspection date:

19 July 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

Leaders do not adequately monitor the effectiveness of staff practice to ensure all staff understand and follow procedures that are in place to keep children safe. This undermines children's welfare.

Overall, the curriculum is not structured well enough to help children to progressively build on their knowledge and skills. At a regular group time, children enjoy chatting with staff, listening to stories, singing and dancing. A member of staff teaches them sign language. The children joining in show that they are very familiar with these signs. In addition, adults and children talk about what things they can do to be healthy. However, the circle time is too long for the younger and less-able children, whose ability to concentrate is still developing. They become easily distracted or their attention wanes. This adult-led activity is not meaningful enough for these children.

Children confidently explore the calm environment, indoors and out. The pre-school is arranged in a way that children can find play which interests them. For example, outside, children balance on beams, roll vehicles and balls down drainpipes and dig in the sand. Staff are on hand and support children to enjoy their play.

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

- There are weaknesses in the leadership and management. The provider has identified some, but not all weaknesses, following a recent incident when concerns were raised about staff's professional practice. However, action taken to address the failings was not swift enough and has not effectively ensured that all safeguarding and welfare requirements are met.
- There are procedures in place with regards to the use of supervision meetings to support the practice of those working directly with the children. However, leaders do not always follow these. Managers do not extend the necessary support to volunteers and those adults who are employed on an ad-hoc basis. This means that these adults do not have sufficient guidance to develop their knowledge, skills and practice.
- Staff practice is not monitored effectively enough to identify where improvements are needed. For example, while weaknesses have been identified in how staff share information with others, the provider has not ensured that plans to improve information security procedures are followed.
- The planning of the curriculum generally supports children to develop across the areas of learning. Leaders are aware of which children need extra support to make progress in their communication and language and staff focus on delivering extra support. They also make referrals to speech and language therapists with parental consent. However, teaching is not always well matched

to children's individual needs. The curriculum lacks challenge for older children. There is no clear intent to provide frequent opportunities to help children to develop new knowledge.

- Children generally remain engaged in their self-chosen activities. There are many play opportunities for children to participate in. However, leaders do not ensure that all staff receive the support and guidance they need, to understand how to consistently further children's learning through the delivery of a well-planned and clearly sequenced curriculum.
- Relationships between staff and children are warm and supportive. Staff speak kindly to children and show genuine interest in what they have to say. Children talk freely about their ideas and their home lives. Parents and carers report that their children enjoy attending their pre-school.
- Staff are vigilant to ensure that children's safety is maintained during their day. They manage risks in the pre-school well and respond appropriately to minor accidents. They ensure that children who have food intolerances and allergies do not receive the wrong foods. Staff communicate well with parents about children's individual care needs.
- Staff help to prepare older children for their move on to school. They chat to them about their recent visits to school. Children's new teachers are welcomed to the pre-school to meet them in an environment where they feel comfortable.

Safeguarding

The arrangements for safeguarding are not effective.

Children's overall safety and well-being is not protected due to weaknesses in safeguarding procedures. Recruitment procedures are not robust. For example, the provider does not seek or consider key information about a person's employment history as part of their recruitment process. Therefore, they cannot demonstrate that all those working with the children are suitable to do so. Leaders do not fully understand or follow guidance from their local safeguarding partners. Some of the adults including the provider, who are in regular contact with children, do not understand the procedures to follow in order to safeguard children. That said, some staff are vigilant to the possible indicators of abuse and neglect. They understand how to raise concerns to the relevant authorities.

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 appropriate policies and procedures are in place to safeguard children and that these are in line with guidance and procedures from the local safeguarding partners	22/09/2023
train all staff and volunteers to understand the safeguarding policies and procedures and ensure these are implemented effectively	22/09/2023
implement clear, robust recruitment procedures to ensure that only those suitable to work with children do so and ensure that appropriate records regarding suitability checks are maintained	22/09/2023
provide effective supervision to support, coach and train all staff, promoting the interests of children and fostering a culture of mutual support, teamwork and continuous improvement	11/10/2023
strengthen procedures to ensure that confidential information and records are held securely and only accessible and available to those who have a right or professional need to see them	11/10/2023
improve the planning of the curriculum to ensure that teaching is always well matched to individual children's age and stage of development and their individual learning needs are consistently well met.	11/10/2023

Setting details

Unique reference number	EY537773
Local authority	Norfolk
Inspection number	10303257
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 5
Total number of places	25
Number of children on roll	24
Name of registered person	Marham Village Pre-School Committee
Registered person unique reference number	RP523693
Telephone number	01760 338094
Date of previous inspection	11 October 2017

Information about this early years setting

Marham Village Pre-School registered in 2016. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, three at level 3 and two are unqualified. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

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.
- We carried this inspection out as a result of risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- The inspector spoke to the nominated individual about the leadership and management of the pre-school.
- The manager and the inspector carried out a joint observation of a learning activity.
- The manager and nominated individual supplied samples of key documentation. The inspector viewed evidence of paediatric first-aid qualifications.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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