

Inspection of Southmoor Pre-School

Laurel Drive, Southmoor, Abingdon, Oxfordshire OX13 5DJ

Inspection date: 26 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

Significant weaknesses in safeguarding have a negative impact on the children's health, well-being and education. Children's safety cannot be assured, as the committee leaders have a poor understanding of their roles and responsibilities and do not offer sufficient support to staff. Furthermore, they have failed to follow their own safeguarding policies and procedures to keep children safe. In addition, leaders do not ensure that staffing is appropriate and meets the requirements. For instance, leaders do not ensure the staffing qualifications are met, or that the deputy manager has the necessary skills and knowledge to deputise. Children's safety and well-being are further compromised as children are too often left unsupervised when eating. Nevertheless, children show that they are contented in the care of staff, although not all children have a key person. This means that some children's learning is not as securely supported as others.

Some staff have a poor knowledge and understanding of the curriculum. They do not know the learning intentions behind activities. Some do not support children's next steps in learning appropriately, including those with special educational needs and/or disabilities (SEND). For example, children who need additional support with communication and language do not receive sustained and effective interactions from staff. Too often these children are left with little interaction at all. This means that children are at risk of falling behind further in their learning. However, when teaching is of better quality, children learn to think critically and use their physical skills, for example, as they build bridges for the animals to enter the ark.

Staff do not manage children's behaviour consistently. Some children play nicely. However, too often poor behaviour incidents are overlooked by staff. This results in children climbing on furniture or hitting each other unnoticed.

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

- The committee of the pre-school demonstrates a poor capacity to improve. They have failed to recognise the weaknesses in practice and the breaches in requirements. For example, they have not ensured that the policies and procedures for the pre-school are implemented consistently to safeguard children. For instance, they failed to take appropriate action to protect children when an allegation was raised. Additionally, they did not notify the local authority designated officer within the correct timescales. This is a breach in safeguarding procedures and their own policy. The setting has a procedure for complaints which is in line with the requirements. However, they have failed to follow this. In addition, they have failed to ensure that Ofsted has been notified of a significant event as required.
- Leaders have failed to ensure that staffing is suitable to meet the needs of the

children. This means they are not meeting the required qualification ratios. This is having a negative impact on the quality of teaching provided.

- The quality of teaching is poor. Staff do not understand what they want children to learn and fail to implement a curriculum that is designed to challenge them and meet their individual needs. This means that children are not well prepared for their next stage in learning. Despite this, children have activities available to them that occupy them and provide interest. For example, all children explore sensory materials such as dough with their hands, which helps to strengthen their hand-muscle skills.
- The newly appointed manager, who is also the special educational needs coordinator, has not had time to embed processes to support children with SEND. Individual education plans are not yet understood to support target children's needs. This means there is not a robust system to identify, support and meet the individual needs of all children.
- Children's behaviour is variable. Some are happy to play alongside their peers, while others are boisterous and demonstrate a lack of respect for each other. For example, children are seen hitting out at each other, climbing on furniture and snatching. A lot of behaviour is overlooked or ignored by the staff until children cry out or go to them to explain what has happened. Staff do not correct unwanted behaviour consistently so that children learn right from wrong. This does not help children to feel safe and secure.
- Children enjoy the snacks provided by the staff. However, too often staff do things for children rather than support their independence skills. For instance, staff pour children's drinks. Children sit with their friends at lunchtime. However, there are ineffective procedures in place to ensure children's health and safety is promoted. For example, children are left unsupervised when eating and staff do not correct children for laying on their chairs when chewing food. This does not assure children's safety.
- Staff comment that they feel unsupported and their own well-being has suffered. They explain that they have had to take work home to get this completed, and that supervision, coaching and training time is not honoured or supported. This is not conducive to effective working.
- Parents receive regular information about their children's day. This is in the form of electronic and verbal communication. Parents comment that their children enjoy going to pre-school and are happy when they pick them up.
- The newly appointed manager, who had been in post for one week when this inspection took place, demonstrates a capacity to improve the provision. She has started to put an action plan together to address the weaknesses.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is compromised. Leaders have failed to follow appropriate policies and procedures when an allegation against a staff member has been raised. This means that they have failed to maintain the correct processes during this time and have not safeguarded children accordingly. Despite this, all staff have

a suitable awareness of the signs and indicators that may mean a child is at risk. Furthermore, they understand the referral procedures to follow in the event of a concern. Staff provide a welcoming environment for the children. However, children's safety is jeopardised due to breaches in requirements.

What does the setting need to do to improve?

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

	Due date
take action to ensure staff with lead responsibility for safeguarding have sufficient knowledge and understanding of the pre-school and local safeguarding children's partners (LSCP) procedures for referrals in the event of a safeguarding concerns, especially in relation to allegations made against staff	17/07/2023
ensure staff are effectively deployed, particularly at mealtimes, to ensure that any risks and hazards to children's health and well-being are identified and minimised	17/07/2023
take action to implement appropriate and consistent behaviour strategies for all children; this specifically refers to ensuring children's behaviour is managed appropriately, and help children understand the consequences of their actions on others	17/07/2023
ensure at least half of all staff hold a full and relevant level 2 qualification caring for children	17/07/2023
take action to ensure that the named deputy is has the necessary skills and knowledge to deputise and take charge in the manager's absence	17/07/2023

implement effective arrangements to support children with special educational needs and/or disabilities that are in line with the Special Educational Needs (SEN) Code of Practice	17/07/2023
ensure all children are assigned a key person to ensure that children's care needs are met and that learning is tailored to meet their individual needs	17/07/2023
ensure staff have effective supervisions, support, and coaching arrangements in place to help identify any gaps in their knowledge and understanding and to identify any professional development and training needs to support their practice and improve their implementation of the curriculum	17/07/2023
ensure that the complaints procedure is maintained and followed in the event a concern being raised	17/07/2023
implement an ambitious education programme that inspire, challenges and clearly identifies what children need to learn next to build on their individual stage of learning	17/07/2023
take action to ensure that those with oversight and governance of the setting have a clear understanding of their roles and responsibilities to meet the requirements of the early years foundation stage.	17/07/2023

Setting details

Unique reference number	EY561478
Local authority	Oxfordshire
Inspection number	10298360
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	48
Number of children on roll	42
Name of registered person	Southmoor Pre-School CIO
Registered person unique reference number	RP561477
Telephone number	01865821505
Date of previous inspection	13 July 2021

Information about this early years setting

Southmoor Pre-School re-registered in 2018. The pre-school is situated near Abingdon, Oxon. It is open from 8.45am to 2.45pm, Monday to Friday, during term time only. There are nine members of staff, of whom four hold childcare qualifications at level 3 or above. The provider is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracy Bartholomew

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 setting.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the pre-school.
- The manager explained the pre-school curriculum during a learning walk with the inspector.
- The manager and the inspector completed two joint observations of an activity and routine mealtime, and discussed the quality of teaching and learning afterwards.
- Children interacted with the inspector and the inspector observed their play, activities and interactions with staff.
- The inspector gained some views from parents about the pre-school.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspection was carried out following the risk-assessment process.

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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