

# Inspection of Locking Preschool

Locking Cp School, Lime Close, Locking, Weston-Super-Mare, Somerset BS24 8BH

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Inspection date: 19 July 2023 - 21 August 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision requires improvement**

Weakness in the governance of the pre-school resulted in the committee not having sufficient oversight of the suitability of those with day-to-day responsibility for running the pre-school. Since becoming aware, the committee has swiftly investigated and addressed concerns about the management of the staff and the setting. This has included strengthening their own leadership and oversight and appointing a new management team.

Children enter this inviting pre-school happily, engaging quickly in their chosen play. They are fondly greeted by staff who know them well. Children form close relationships with familiar staff, which parents and carers value. Children gain a good sense of belonging. For example, they know which key group they are in, listening for its name and watching for the matching wooden spoon, so that they can move on to the next activity. Children play nicely together. They listen well to instructions, engaging in cooperative games, such as duck, duck, goose and hide and seek, valuing each other's ideas.

The curriculum provides children with a range of experiences to help them flourish, including children with special educational needs and/or disabilities (SEND) and children in receipt of additional funding. Children develop good social skills and have a positive attitude to their learning. For example, children work well together, building with the crates and planks imaginatively. Children test their ideas and skilfully adapt their developing movements, such as assessing safe ways to descend the planks.

Staff understand what children need to learn first and build on their skills. For example, children confidently use a range of tools as they manipulate the play dough, building muscle strength in the hands. They learn to paint letters and shapes on the patio slabs with water as they explore early writing skills.

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

- Leaders know what they want the children in the setting to learn. They provide staff with regular opportunities to share good practice and engage in training to improve their skills. However, these approaches have been less successful in ensuring that staff's interactions with children are of a constantly high standard. For example, some staff do not model language accurately, introduce new vocabulary or question some children to extend their thinking and fully support their communication and language skills.
- Staff use their thorough assessments well to promptly identify gaps in children's learning. They work closely with parents and other professionals to ensure appropriate funding and support is in place, in particular for children with SEND.

For example, staff use their training well to encourage children's attention when using the 'focus box'. Children show excitement and curiosity as they explore the various resources together.

- Children understand the routines of the day. They sit attentively for the initial welcoming group time and choose which order to sing the songs. However, staff do not always organise group times as well as they could. They do not always engage all children in meaningful learning to build on what they already know and can do, such as their mathematical knowledge.
- When children start at the pre-school, staff gather useful information from parents and/or carers from the stay-and-play sessions or from valuable home visits. This helps them to meet children's individual care needs successfully when they first start. There are good, daily handovers when parents and/or carers drop children off, which helps staff to gather information about children, for example, medication and who is collecting them.
- Children begin to learn about healthy lifestyles. Staff help them to learn the importance of exercise, for instance, as they complete the 'Arctic' walking challenge. Children talk about healthy foods at lunchtime and know which foods to eat first. They gain good independence, pouring themselves a drink from the 'hydration station' when they are thirsty. Children dispose of their lunch box packaging, learning which recycling box to put them in.
- The committee had not previously ensured that all staff felt confident to share their concerns about the management of the setting. As a result, the committee was not sufficiently aware of information that affected the ongoing suitability of those who manage the pre-school on a daily basis. This included their ability to value and promote equality and diversity and their ability to challenge inappropriate and stereotypical views. Since becoming aware, the committee has effectively managed these concerns and committee members are implementing a suitable plan of action.

## Safeguarding

The arrangements for safeguarding are effective.

Staff use their risk assessments well to minimise hazards and provide a safe and secure environment for children to play. Staff help children understand the rules that keep them safe. For example, children know they must wear high-visibility jackets when they play outside. All staff attend training and have good knowledge of the possible indicators that may suggest a child is at risk of harm. They know what to do should they have any safeguarding concerns.

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

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

	<b>Due date</b>
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ensure that leaders are fully aware of their roles and responsibilities to enable effective governance and monitoring of the pre-school	22/09/2023
ensure that staff are confident to follow the whistle-blowing procedure and raise concerns in a timely manner when needed.	22/09/2023

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

- raise the quality of staff interactions to extend children's thinking and to support their developing communication and language skills more consistently
- review the organisation of group times to ensure that children remain focused on meaningful learning.

## Setting details

<b>Unique reference number</b>	2567830
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10302644
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Locking Pre School Committee
<b>Registered person unique reference number</b>	RP905679
<b>Telephone number</b>	07810242330
<b>Date of previous inspection</b>	24 June 2022

## Information about this early years setting

Locking Preschool registered in 2020. It is located on the site of Locking County Primary School in North Somerset. The pre-school is open from 8am to 3.30pm, Monday to Friday, during term time only. It is run by a voluntary committee. There are six members of staff. The newly appointed manager holds qualified teacher status and is supported by four members of staff who hold an early years qualification at level 3. The pre-school is in receipt of funding to provide early education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Rachael Williams  
Rachael Williams

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager took the inspector on a learning walk to discuss the early years curriculum and what they want their children to learn.
- The manager joined the inspector on a joint observation.
- The inspector spoke with parents during the inspection and considered their views.
- The inspector observed staff interactions with children and spoke to children and their key persons during the inspection.
- The inspector conducted professional discussions with leaders and managers, the designated safeguarding lead and the special educational needs coordinator during the inspection.
- A sample of documentation was scrutinised and discussed. Information applicable to the provider was received after our first visit to the setting on 19 July 2023. The relevance of this information received necessitated a return to the setting on 21 August 2023 to gain more evidence.

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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