

# Inspection of Red Balloon Pre-School Group

Osborne Road, Tweedmouth, Berwick-upon-Tweed, Northumberland TD15 2HS

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Inspection date: 19 September 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

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

The manager has failed to provide staff with the necessary training and support to ensure they keep their knowledge and skills up to date. She has not identified that there are some weaknesses in staff's safeguarding knowledge. She has not taken effective action where she has identified weaknesses in knowledge. Not all members of the committee have had the necessary suitability checks. This compromises children's safety. However, staff care for children well. Children settle quickly into the pre-school. They leave their parents happily and, within a few sessions, they develop the confidence to choose resources for themselves. Staff support children particularly well through these early days in the setting. This helps them to become confident and start to build relationships with other children, as well as staff.

The curriculum is well thought out to give children the skills they need ready for starting school. Staff work with school to ensure children develop their mathematical skills. Children thoroughly enjoy playing with numbers. Three-year-old children thoroughly enjoy playing with counting shapes. They use these shapes to fill the board. They concentrate well as they work out which shapes they need to fill the gaps on the board. They persevere when shapes do not fit until they find the correct one.

Staff support children to behave well in the pre-school. Older children know that when they get ready for snack, they need to clear toys off the carpet area. Younger children quickly learn to line up with others as they wash hands. They demonstrate an increasing awareness of others, for instance, as they wait for others to use the hand drier.

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

- The manager does not provide effective support, coaching and training for staff. She has not identified all weaknesses in staff's safeguarding knowledge. Where she has identified weaknesses, she has not acted swiftly to improve staff knowledge. For example, some staff have attended training on the 'Prevent' duty guidance, but messages have not been shared with all staff to strengthen their understanding further.
- The manager does not have a good enough understanding of the procedures for ensuring committee members are suitable for their role. Some members of the committee have not given their details to Ofsted to allow them to carry out a full range of suitability checks, including a Disclosure and Barring service check. This impacts on children's safety and welfare.
- Staff know children well and use their interests to plan the environment. They carry out precise assessments, and know what they want children to learn. For

example, staff plan opportunities to develop older children's counting skills. Older children thoroughly enjoyed catching numbered fish and matching them to the number square on the yard. They show good engagement and concentration.

- Children learn how to keep themselves healthy. For example, they understand the importance of washing hands before eating. They learn about foods that are good for them as they enjoy healthy snacks. Children thoroughly enjoy picking fruit from the trees on the school field. This helps them to learn about different fruits, such as plums.
- Staff provide a range of opportunities for children to talk about their experiences. This is evident as children play with figures from their favourite television programmes. However, there are occasions when staff do not always remind more confident children to give others a chance to talk. When this happens, younger children have fewer opportunities to express their thoughts and ideas.
- Staff have a very good relationship with the on-site school. They meet with staff from the reception class to develop a shared approach to supporting children's literacy and mathematics. Children settle quickly into the school when the time comes because they are already familiar with the school and staff.
- Staff have good partnerships with parents. They gather detailed information about children when they first start. Good ongoing communication helps parents to understand where children are in their learning and how they can help them further. Staff work particularly effectively with parents to establish consistent routines or approaches, to support children who find it difficult to manage their feelings and emotions.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has not ensured that staff have appropriate training to help them identify all possible signs of neglect and abuse, particularly in relation to the 'Prevent' duty guidance and female genital mutilation. This means that staff's knowledge in this area is weak. However, the manager and staff know what they would do if they had concerns about children's welfare. Staff supervise children well. For example, they supervise children carefully as they move from the pre-school room to the school. There are good procedures in place to ensure children's safety outside. For instance, gates are locked, and staff mark a safe area to play with cones.

## 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 staff understand and identify the signs of abuse, particularly with regard to female genital mutilation and the 'Prevent' duty guidance	17/10/2023
provide training, coaching and support to all staff to ensure their knowledge and skills continue to improve	17/10/2023
strengthen understanding and ensure all committee members undergo the necessary suitability checks.	17/10/2023

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

- ensure younger children have sufficient opportunities to express their thoughts and ideas.

## Setting details

<b>Unique reference number</b>	301816
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10301286
<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>	20
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Red Balloon Pre-School Committee
<b>Registered person unique reference number</b>	RP518696
<b>Telephone number</b>	07790 967868
<b>Date of previous inspection</b>	9 January 2018

## Information about this early years setting

Red Balloon Pre-School Group registered in 1993. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time. It is open from 8.45am until 2.45pm. An after-school club is available until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## 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.
- The manager showed the inspector around the pre-school and explained how she organises the provision.
- The inspector observed children playing and learning.
- The manager evaluated an activity with the inspector.
- The inspector spoke to parents to gather their views on the pre-school.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The manager showed the inspector a range of documents, including those relating to the suitability of staff.
- The manager and deputy talked to the inspector and explained how they manage the pre-school and keep children safe.

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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