

Inspection of Iverley Park Pre-School

Iverley Park Farm, Iverley, Stourbridge DY7 6PU

Inspection date:

29 September 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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised due to several breaches of requirements. Risk assessments are not effective to keep children safe. The manager, who is also the provider, does not take all reasonable steps to ensure unauthorised persons cannot enter the premises. In addition to this, when staff take children on walks in the local forest area, they do not take a suitable first-aid kit with them. This means that they are unable to respond effectively to accidents to keep children safe.

The quality of education that children receive is poor. Staff do not plan a curriculum that helps children to build on their prior experiences. Although staff have a general understanding about children's interests and preferences, they do not use assessments to inform them on what children need to learn next. This means experiences that children receive are not tailored to meet their individual needs. As a result, children, including those with additional needs, do not make the progress in their learning they are capable of.

Overall, children are happy attending, behave well and are learning to be kind and considerate towards one another. They cooperate with the daily routines, such as holding hands with their friends as they enjoy a walk in the forest area. Children enjoy plenty of fresh air and exercise during the day, which is spent mainly outside. The pre-school is based on a working farm and children enjoy visiting the various animals and looking at the tractors passing by. They enjoy hunting for insects and bugs for their 'bug hotel'.

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

- The manager and staff lack knowledge and understanding of risks to children's safety. They are not alert to the dangers of taking children on outings without having a first-aid kit available to be able to respond to children's accidents appropriately. In addition to this, they allow children to play with some items that are unsuitable for them. This compromises their safety.
- Staff complete some observations and assessments of children. However, staff have not completed the statutory progress check for children aged between two and three years. This means that they are not able to identify any gaps in children's development or provide the support children may need at the earliest opportunity in order to fully support their learning.
- Staff plan some activities that children readily join in with. However, these are not planned to meet the children's individual needs and do not focus on what children need to learn next. As a result, children do not make as much progress as they are capable of.
- The manager fails to oversee the arrangements for staffing effectively. She does not ensure there are enough qualified staff working directly with the children.

This impacts on the quality of care and education children receive.

- The arrangements for providing staff supervision, to ensure they can build on their teaching and practice, are not effective. The manager has failed to identify several weaknesses in practice and therefore these have not been addressed to raise the overall quality of the provision for children.
- Some children attend other settings during the week. However, staff have not yet established effective ways to share information about children's learning needs with staff from other settings children attend. This means children lack continuity of care in their learning and development needs.
- Staff do help children to develop their communication and language skills. They engage children in frequent and meaningful conversations and discussions. They introduce new words to children as they play and encourage them to repeat these back.
- Staff promote children's physical development well. Children learn to take managed risks as they climb up and down slopes in the forest area. Staff encourage children to be independent and help with their own self-care needs. Children confidently dress themselves in their outdoor clothing before going outside. They make attempts at opening their own packets from their packed lunch boxes.
- Children respond well to staff who offer them appropriate reminders to ensure they are aware of the rules of the pre-school. For example, children understand that they must only walk around the outside of the firepit when they gather to toast crumpets for their afternoon snack.
- Parents speak positively about the pre-school and staff. They say that their children enjoy attending. Parents value how much time their children spend in the outdoor environment. Staff share information with parents via an online app and through daily discussions at drop-off and collection times. This helps ensure parents are kept up to date about their child's time at the setting.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not kept safe within this pre-school. The manager and staff have not considered the risk to children when leaving the door to the pre-school unlocked. This does not prevent unauthorised persons entering the premises. In addition, staff do not suitably assess the risks to children from playing with unsuitable items. Despite this, staff are aware of the signs and symptoms of abuse and neglect. They understand the procedure to follow to report any concerns about children's welfare or any allegations against staff. All staff have access to the relevant contact numbers they may need for other agencies who manage safeguarding concerns.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
undertake effective risk assessments and remove or minimise any hazards that pose a risk to children's safety	27/10/2023
ensure that unauthorised persons cannot enter the premises	09/10/2023
ensure there is a first-aid kit accessible at all times	09/10/2023
ensure progress checks are completed for all children between the ages of two and three years	29/11/2023
ensure that there is always at least one member of staff working with the children who holds an approved level 3 qualification	29/11/2023
ensure the planning of the curriculum meets the individual needs of the children and has a clear learning intention for what children need to learn next	29/11/2023
improve the arrangements for the supervision of staff in order to provide support, guidance and mentoring to raise the quality of their teaching and ensure they understand their roles and responsibilities	29/11/2023
ensure information is shared with staff from other settings children attend to promote continuity of care and learning needs.	29/11/2023

Setting details

Unique reference number	2647363
Local authority	Staffordshire
Inspection number	10305131
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	10
Name of registered person	Iverley Park Pre-School Ltd
Registered person unique reference number	2647362
Telephone number	07739422636
Date of previous inspection	Not applicable

Information about this early years setting

Iverley Park Pre-School registered in 2021. The pre-school employs three members of childcare staff. Of these, one holds qualified teacher status and one holds a level 2 qualification. The pre-school opens from 8am to 4pm Monday, Tuesday, Thursday and Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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