

# Inspection of Sticklebricks Pre-School

1 & 2 Woodville, Crosslands, Barnstaple, Devon EX31 2HJ

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Inspection date: 4 October 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

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

### **The provision is inadequate**

Weaknesses in risk assessment processes compromise children's safety. The manager does not identify hazards that might present a risk to children or take action to minimise them. Procedures in the event of an emergency are not sufficient to keep children safe. This is because staff do not keep accurate daily records of children's attendance. Staff do not teach children how to keep themselves safe. When taking children out on walks, staff do not find a suitable place to cross the road with them. As a result, children do not learn about road safety and are put at risk. Leaders and managers do not ensure that staff deploy themselves well enough to adequately supervise children. For example, staff do not notice when children climb on top of tall play equipment, which puts them at risk of falling.

While the manager understands what she wants children to learn, the implementation of the curriculum is hampered because staff spend long periods of time managing children's behaviour. Staff organise activities to nurture children's interests and help them reach the next steps in their development. However, they do not have enough time to develop and extend children's learning to ensure they make good progress. Staff do not apply their expectations consistently and, at times, disagreements between children go unnoticed. When staff do intervene, they do not explain the consequences of children's actions to help children learn to manage their own behaviour. As a result, children repeat unwanted behaviour.

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

- The manager has a wide range of responsibilities. Leaders do not ensure that she receives effective training and support. The manager identifies that she is unable to maintain oversight of the quality of care and learning provided by staff to ensure the pre-school runs smoothly. Furthermore, she does not have enough knowledge of the requirements of her role to enable her to develop the team and ensure continued improvement.
- Leaders and the manager do not ensure that risk assessment procedures are robust. Staff do not identify potential risks when taking children on outings. For example, staff cross roads between parked cars and fail to see approaching vehicles, putting children at risk of harm. Children are at risk of injury because staff do not teach them how to use indoor climbing equipment safely.
- The manager does not ensure that staff implement the rules and expectations of the pre-school consistently. Children do not know what is expected of them and, as a result, behaviour is poor. For example, staff see children climbing up the slide, which is not allowed, but they do not intervene. When children disagree over toys, staff tell them to share but do not follow this up if they do not do so. They do not explain why children should take turns to help them understand the

potential consequences of their actions on themselves and others. The manager is aware that support is available to help staff learn to manage challenging behaviour and has arranged for external agencies to visit.

- Leaders and managers have not deployed staff effectively to ensure that children are adequately supervised and have their learning needs met. Staff do not implement the curriculum well enough to promote children's learning because they do not spend enough time interacting with them. Children engage in the activities set up for them by staff but quickly lose interest due to a lack of adult support and guidance.
- The manager identifies ways to use additional funding to support eligible children's learning and development. However, at times, it is not used to meet the needs of the children for whom it is intended.
- Children develop some independence in preparation for school. They serve their own snacks and use a jug to pour their own drinks. They tidy away their cups and plates after using them.
- The manager works closely with external agencies to provide support for parents and carers. For example, she directs families to the local children's centre to help them to develop their children's learning at home.
- During some whole-group activities, children enjoy singing and listening to stories to help develop their communication skills.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and the manager do not do enough to keep children safe. They do not deploy staff to ensure that children are safely supervised at all times. Staff do not keep accurate daily records to refer to in the event of an emergency. The manager and staff do not organise outings well enough to ensure children's safety. Nevertheless, staff know the signs and symptoms that might indicate that a child is at risk of abuse. They understand the reporting procedures should they have any concerns about children's welfare or in the event of a potential allegation being made against a member of staff.

## 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
ensure that daily records of the children being cared for and their hours of attendance are accurately kept	09/10/2023

implement a rigorous system for risk assessment to identify and minimise risks to children's health and safety and help them learn how to keep themselves safe	02/11/2023
improve staff deployment to ensure children are adequately supervised to keep them safe	02/11/2023
improve staff knowledge regarding how to manage children's behaviour to ensure children understand the rules and what is expected of them	30/11/2023
improve the training, coaching and support for the manager to ensure that she has the knowledge and time to be able to fulfil her roles and responsibilities effectively	30/11/2023
implement the curriculum effectively to help ensure that children made good progress in their development.	30/11/2023

## Setting details

<b>Unique reference number</b>	106379
<b>Local authority</b>	Devon
<b>Inspection number</b>	10266539
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Jones, Sharlene Adell
<b>Registered person unique reference number</b>	RP511839
<b>Telephone number</b>	01271 343 967
<b>Date of previous inspection</b>	11 November 2022

## Information about this early years setting

Sticklebricks Pre-school registered in 2000. It is located in Barnstaple, Devon. The pre-school is open every weekday, from 7am to 6pm. There are five members of staff who work with children. Of these, four hold appropriate early years qualifications ranging from level 2 to level 6, and one is unqualified. The pre-school receives funding for the provision of free early education for children aged two-, three- and four-years-old.

## Information about this inspection

### Inspector

Lisa Large

## 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.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff and several parents at appropriate times during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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