

Inspection of Young Explorers Pre-School of Weybridge

Girl Guide Association, Guide Hut, Palace Drive, Weybridge, Surrey KT13 8ND

Inspection date: 10 October 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

Children's safety and well-being are put at risk due to the failures in the safeguarding policy and practice.

Staff plan and provide a varied curriculum to support children's learning. However, on occasions, staff fail to notice that some quieter children do not fully engage, so miss out on the support provided for their learning. However, staff help children to understand rules and boundaries. For example, they refer to the 'golden rules' and remind children they must walk inside the classroom. Staff regularly praise the children, for example when they use their words or if they are playing nicely.

Staff provide many opportunities for children to develop their physical skills. For instance, they use a peg to hang up the socks they have sorted into pairs. Children develop their large-motor skills. They ride bicycles, climb up the slide and come down the other side. Staff help children to learn how to hold a pencil correctly and to practise cutting paper with scissors.

Staff encourage children to be independent in readiness for their move to school. Children confidently get their bag off the peg when it is nappy changing time. Staff encourage children to learn how to put on their coat, have a go at pulling up the zip and hang their coat up when they are finished. Children are learning to follow daily routines, such as sitting down for their food and putting their lunch box away when finished.

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

- The systems the provider puts in place for monitoring are weak. She fails to monitor the manager's ability to ensure the 'Statutory framework for the early years foundation stage' is met. The provider has failed to notice that a member of staff's first-aid certificate has expired, leaving no one with a valid paediatric first-aid qualification on duty on the day of the inspection. Although there are procedures in place for checking staff suitability and monitoring staff practice, these have not been effectively implemented for all staff. In addition, the provider has failed to notify Ofsted of a significant event. This is a legal requirement. These weaknesses in safeguarding practice place children at risk of harm.
- The early years curriculum is generally well planned and implemented. Staff use children's interests and identify their developmental needs to provide a varied programme to promote children's learning across the curriculum. Staff place a particular focus on developing children's language and social skills.
- Staff support children's communication and language skills well, including those children who speak English as an additional language. They regularly read books

and enable children to explore their favourite stories through imaginative play. For instance, children learn new descriptive words, such as 'swishy' and 'squelch', when they explore leaves, twigs and mud during a storytelling session of 'We're Going on a Bear Hunt'. A lending library enables children to choose a book to take home and share it with their parents.

- Children behave well and most actively engage in their learning throughout the day. Staff deploy themselves well and there are generally good levels of interaction to support children. However, on occasions, staff do not identify that some children who are less confident do not engage in the activities provided. Therefore, there are less opportunities for staff to target the support those children require.
- The impact of the weaknesses in safeguarding and welfare impact on children's safety and well-being. However, the key-person system is effective. Staff know their children very well and this enables them to meet their needs effectively. Children who are new to the setting stay close to their key member of staff for reassurance. Staff provide opportunities to help children learn about their own cultural background and that of others within the community.
- Positive relationships with parents have developed. Parents are fully updated when they pick up their child, and staff enable parents to drop their children off and receive an update on how children have been on their arrival. A parents' noticeboard is inside which provides general information on the provision. Staff keep parents updated on planned activities and occasions through the newsletters.

Safeguarding

The arrangements for safeguarding are not effective.

The weaknesses in the safeguarding policies and procedures put children's safety at risk of harm. Some staff have yet to have their induction, despite being there for some time. Therefore, they have not had any training to help them understand safeguarding procedures. Staff recruitment is not robust. There is a lack of information available to demonstrate how the provider has assessed the suitability of staff working with the children. The provider has failed to notify Ofsted of a significant event and to work with the local authority designated officer in a timely manner. Saying that, staff are vigilant and supervise children well. For example, when they eat their food, staff sit with children and monitor them carefully. They ensure that when a parent arrives or departs they lock the gate and the front door. This prevents children from leaving the area unsupervised.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve knowledge and understanding of 'Working Together to Safeguard Children', to ensure that communication with other agencies is completed without delay to protect children and keep them safe	27/10/2023
put in place effective systems to demonstrate that practitioners and any other person who may have regular contact with children are suitable to do so	27/10/2023
make sure there is at least one member of staff on duty during the hours of opening who holds a full and relevant paediatric first-aid qualification	27/10/2023
provide effective induction, mentoring and monitoring for all staff, to ensure they are confident in carrying out their role, including their understanding of child protection procedures	27/10/2023
implement robust monitoring procedures to ensure the setting is compliant with the requirements of the 'Statutory framework for the early years foundation stage' at all times.	27/10/2023

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

- encourage children who are less confident to engage in the planned activities provided, to enable staff to target support for their learning.

Setting details

Unique reference number	2526839
Local authority	Surrey
Inspection number	10307357
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 4
Total number of places	26
Number of children on roll	26
Name of registered person	Young Explorers Pre-School of Weybridge LTD
Registered person unique reference number	2526838
Telephone number	07738075848
Date of previous inspection	11 July 2022

Information about this early years setting

Young Explorers Pre-School of Weybridge registered in 2019 and is located in Weybridge, Surrey. It is open from 8.30am to 2.30pm, Monday to Friday, during term time only. There are five staff employed. Of these, three hold appropriate early years qualifications at level 3 or above. The setting receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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