

# Inspection of Canewdon Pre School and Daycare

Canewdon Endowed Primary School, High Street, Canewdon, ROCHFORD, Essex  
SS4 3QA

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Inspection date: 11 October 2023

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## **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

Requires improvement

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

### The provision is inadequate

Children's welfare is compromised. The provider has not made sure staff are vigilant in their assessment of risks to identify safety issues. They do not share important information from parents with each child's key person. As a result, children do not receive the care that ensures their individual needs are met. The provider does not ensure that staff implement the curriculum consistently to help children build on what they know and can do. Children do not develop all the knowledge and skills they need to be ready for school.

Despite these weakness, children appear happy and enjoy their pre-school experience. They wave a cheery goodbye to parents and find their friends. Children make some choices in their play and are provided with good opportunities to develop their self-help skills and become independent. Staff encourage children to have a go, before offering them help. They use their new-found knowledge from training to help them to manage children's emotions and behaviours in a positive way. For example, they help children to think about how their actions affect others. Staff encourage children to think about how they can resolve the matter, which is sometimes with a hug.

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

- The provider has failed to ensure staff plan effectively for the care of the youngest children. Staff present resources and activities that they have not given enough thought to, to ensure children can play safely. They are not deployed effectively to ensure young children are supervised appropriately during activities, such as exploring daffodils bulbs and playing with small beads in the sand tray. Staff have not considered the risks that the slide presents, which younger children struggle to negotiate, that is placed on a concrete floor.
- The provider and staff have worked hard since the last inspection to address the weaknesses identified. For example, staff have received training in behaviour management, which has helped them implement effective strategies and this has had a positive effect on children's behaviour. The provider now monitors staff practice more regularly and new methods of communication enable parents to play a more active role in their children's learning.
- The provider has failed to ensure that accident records are maintained appropriately. For example, staff do not record all accidents that children have in the setting, to help them to identify any repeated concerns or issues.
- The key-person system is not robust enough. Some staff are confused about which children are in their key group. In addition, communication between managers and staff is not always effective. As a result, important information from home is not always relayed to children's key persons to ensure they are knowledgeable about incidents that happen at home.

- Staff are developing their understanding of how to make use of training to implement a curriculum that is based on what children already know. However, this is not consistently effective. For example, some staff do not use appropriate questions to encourage children to think for themselves.
- Children are beginning to use mathematical thinking in their play. For example, they talk about the dough cutters and name their respective shapes. They count and some older children do simple calculations.
- Staff teach children how to use tools, such as knives, to cut up their fruit at snack time. Children use scissors to cut a range of materials, including cooked spaghetti. Staff model how to hold and use the scissors properly and support the children to achieve this task.
- Children choose when to have their snack, serving themselves with a range of fruit and chopped vegetables. They pour their own drinks and wash their plates and cups up when they have finished. Staff are on hand to support them and chat with them about their home life and how they are managing the snack tasks.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to ensure that staff have a good knowledge about what to do if there was an allegation made against a member of staff. The safeguarding policy is not in line with the guidance of the local safeguarding partners and does not include the procedures to follow in the event of an allegation being made against a member of staff. In addition, the provider was not able to demonstrate that the designated person for safeguarding has completed relevant training for their role. This compromises children's welfare.

## 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 the written safeguarding policy is in line with the procedures of the relevant local safeguarding partners and includes the action to be taken in the event of an allegation being made against an adult	31/10/2023

train all staff to understand the setting's safeguarding policy in order to identify signs of possible abuse and neglect at the earliest opportunity and to respond to concerns in a timely manner	31/10/2023
take all reasonable steps to ensure that children and staff are not exposed to harm, especially in relation to appropriate resources and activities for younger children	31/10/2023
ensure staff are deployed, so that children are supervised effectively at all times	31/10/2023
ensure all staff fully understand the role of the key person, so that every child's care is tailored to meet their individual needs	31/10/2023
maintain records and obtain and share information with all relevant agencies to ensure the safe and efficient management of the setting and to help ensure the needs of children are met	31/10/2023
ensure that all accidents are recorded fully and include any first-aid treatment applied	31/10/2023
implement an ambitious curriculum that meets all children's learning needs, building on what children already know and can do.	22/12/2023

## Setting details

<b>Unique reference number</b>	EY455149
<b>Local authority</b>	Essex
<b>Inspection number</b>	10265876
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Holmes, Ann Jacqueline
<b>Registered person unique reference number</b>	RP904480
<b>Telephone number</b>	07533495522
<b>Date of previous inspection</b>	4 November 2022

## Information about this early years setting

Canewdon Pre School and Daycare registered in 2013 and is privately owned. The setting employs six members of childcare staff, including the provider. Of these, all six hold an appropriate early years qualification at level 3 or above. The provider holds qualified teacher status. The setting opens from Monday to Friday, during school term times only. Sessions are between 8.45am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hughes

## 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 inspector viewed the provision and discussed the safety and suitability of the premises and any risk assessments.
- The manager and inspector completed a learning walk and discussed the early years curriculum. They carried out a joint observation.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector and shared their views about what they like doing at the setting.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact this was having on children's learning.
- Parents spoke to the inspector who took account of their views of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at 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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