

Inspection of Stonebroom Pre-School

Stonebroom Village Hall for Senior Citizens, Off Cleveland Road, Stonebroom,
Alfreton, Derbyshire DE55 6JF

Inspection date:

2 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

Leaders have not shared concerns linked to staff suitability with the relevant agencies. They do not ensure areas used by the children are thoroughly risk assessed. Consequently, potential risks to children are not minimised.

Children generally settle well and are supported by caring and friendly staff. Staff build positive relationships with children, helping them to feel safe and secure. However, staff do not always carefully consider children's ages and abilities when planning group activities or changes to daily routines. This results in some younger children not knowing what staff expect of them. Consequently, they run around instead of listening and taking part.

Staff encourage children's awareness of the natural world. For example, they help children to learn about planting and growing. Outside, staff help children to plant daffodil bulbs, clearly explaining which way to place the bulbs in the soil. Children learn from staff that the bulbs need water and sunshine to grow. Children practise their physical skills as they confidently use spades provided by staff to scoop out the compost and transfer it to the planting area. Staff help children to learn mathematical concepts, such as heavy and light, as they talk about the weight of the soil.

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

- Generally, leaders and staff understand their safeguarding policies and procedures. However, leaders have not informed Ofsted or other relevant safeguarding agencies about concerns linked to a person's suitability. This is a breach of requirements and potentially impacts on children's safety.
- Staff have not identified and minimised all possible risks to children. For example, staff leave antibacterial spray and plastic bags that they store items in within easy reach of children. They do not assess and minimise risks to children as they independently wash their hands, using hot water taps that reach very high temperatures.
- Staff provide a balance of both child-led and adult-led activities and generally support children to behave well. However, they do not carefully plan or manage daily routines and group activities well enough. Group activities focus on older children's learning needs. Younger children and children new to pre-school do not receive a clear explanation of changes at different times of the day and struggle to understand and participate. This results in these children wandering around the room and struggling to engage.
- Staff generally provide children with quality interactions. However, they do not always position themselves to support children in their chosen activity. As a result, children do not consistently understand the expectations of the activity or

benefit from what staff have planned for them to learn.

- Staff support children's imaginative play and understanding of the world. For instance, during role-play activities, staff pretend to be shopkeepers. They hand out shopping baskets to children, explaining what these are for. Children pretend to buy sunflower seeds as staff offer advice on how to care for the seeds. This helps to build children's social and communication skills.
- Staff promote children's independence well. When prompted by staff, children collect and use tissues to wipe their noses. At snack time, staff support children to pour their own drinks, helping them to build skills for the future.
- Parents speak highly of the pre-school. They say that staff are supportive and meet children's individual needs well. Staff regularly share children's achievements and next steps with parents. They effectively help parents to support children's developmental progress at home, such as offering advice on toilet training. This helps to promote a consistent approach to children's care and learning.
- Staff provide outdoor equipment and activities to support children's physical skills. Children confidently ride bicycles and navigate space in the outdoor play area. They use their core strength to pull themselves up on the climbing frame. Staff offer support and encouragement to children, increasing their confidence in their physical abilities.
- Staff report that they feel happy and supported by leaders. The provider has recently appointed a new manager, who is enthusiastic about developing the pre-school provision and staff practice to further support children's care, learning and development.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not notified the relevant agencies of suitability concerns linked to adults working in the pre-school. Staff do not take all reasonable steps to identify and minimise potential risks to children. That said, staff ensure the premises are secure to prevent unauthorised visitors and children from leaving unsupervised. Staff have a sound understanding of the 'Prevent' duty, including how they may identify if a child is at risk of being exposed to extreme views or behaviours. They can confidently identify concerns about children's welfare and know how to report them.

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
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take appropriate action to report concerns in line with the guidance of local safeguarding partnerships in the event of allegations made against a member of staff	23/10/2023
ensure risks to children are identified and reduced, particularly in relation to safety within children's toilets and changing areas.	03/10/2023

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

- improve the planning and organisation of group activities to ensure that all children remain fully engaged and interested in their learning
- help all staff to understand how best to support children achieve as much as they can throughout the pre-school.

Setting details

Unique reference number	EY311549
Local authority	Derbyshire
Inspection number	10289072
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	26
Name of registered person	Stonebroom Pre-School Committee
Registered person unique reference number	RP908648
Telephone number	07971 804936
Date of previous inspection	10 November 2017

Information about this early years setting

Stonebroom Pre-School registered in 2005 and is located in Stonebroom, Alfreton. The pre-school employs seven members of childcare staff. Of these, five hold relevant early years qualifications between level 2 and 6. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the manager and staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a routine activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A sample of documentation was reviewed, including paediatric first-aid certificates and staff suitability checks.

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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