

Inspection of Berrynarbor Pre-School

Manor Hall, Berrynarbor, Ilfracombe, Devon EX34 9SE

Inspection date:

14 November 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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

The committee has not ensured that the setting's safeguarding policy and procedures are followed. Although staff know who to report concerns to, they do not always escalate concerns to external agencies. This puts children's well-being at risk. Committee members do not have a secure knowledge and understanding of their roles. This includes notifications that must be made to Ofsted.

Staff are well prepared and prioritise continuity for children as they welcome them each day. Children flourish in this respectful environment and settle quickly into the day. They have strong bonds with their key person. Children enjoy cuddles to support their transition into the setting and are keen to share their news.

Staff work closely with parents to fully understand each child's interests, knowledge and skills. They use this information well to create an ambitious curriculum that supports each child to get ready for school. Children are independent. They confidently ask for help when they need it. For example, they ask staff to help them to make up their own song. Staff listen carefully to their requests and then offer to hum a tune which the children can add some words to. This helps the children to work towards their own success. Staff remind children of the group rules, such as washing hands before food times. Children listen carefully, they behave well and work happily alongside others. All children, including children with special educational needs and/or disabilities, make good progress in their learning.

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

- The committee does not do enough to ensure children's safety and welfare. Committee members have a weak understanding of the Statutory framework for the early years foundation stage. They have not informed Ofsted of changes to the persons who make up the committee. They have not supplied the necessary information for Ofsted to carry out the necessary suitability checks. The committee does not ensure that the designated safeguarding lead (DSL) and staff follow safeguarding procedures when they have concerns.
- The staff team focus well on reviewing and improving the curriculum to support children's learning. They attend courses and put in place new ways to help children make good progress. For example, they discuss how well children engage with and use activities. They then make prompt changes to extend learning further.
- Staff securely understand how children learn. They use a range of strategies to help children build on their existing skills and knowledge. For example, staff encourage children to recall what colours they need to mix to create green. They encourage children to make predictions, such as what will happen when they add water to the dry powder. Staff introduce new information to children. For

example, they talk about henna patterns when children paint their own hands. They value each child's contribution. Children are confident learners. They are keen to get involved in the activities staff provide.

- Staff place a good focus on ensuring children gain the language and early literacy skills they need in preparation for school. Staff skilfully extend children's vocabulary by introducing new words. For example, when talking about thunder and rain, they introduce 'storm' as a word to describe this. Children repeat this and use it later in the correct context. Staff make excellent use of books and stories to extend children's knowledge. For example, staff show children Rangoli patterns to inspire their artwork. Children listen carefully and express their thoughts and ideas. They all confidently recognise their own name.
- A strong focus on emotional development helps children learn to manage their own feelings. Staff teach children the language to describe their emotions. They skilfully use colours as a link to different feelings. This gives children a visual tool to aid them to confidently express how they are feeling. This helps children to feel in control of strong emotions. Children listen carefully and concentrate well in their play.
- The impact of the weaknesses in safeguarding affects children's safety. However, staff effectively help children to learn about other aspects of their personal development. For example, children manage their own toileting needs. They independently blow their own noses and wash their hands afterwards. Children recall good practice around keeping their teeth clean following meals.
- Staff work very closely with parents to support children's learning. They provide parents with feedback about what children are learning when they are at the setting. Staff support parents to continue learning at home, for example, through providing activity books and a lending library. Parents say that staff provide excellent support for them as families. They help them to access external help to ensure that children are well prepared for the transition to school.

Safeguarding

The arrangements for safeguarding are not effective.

Those responsible for oversight of the setting do not ensure that legal requirements are met and that safeguarding procedures are effectively implemented. The DSL and staff recognise when a child may be at risk of harm and understand the correct agencies to refer risks on to. However, they do not always follow this procedure. That said, staff are vigilant and supervise children well within the setting. For example, they sit with children at mealtimes. They remind them of safe practice and are quick to react if children need help. Staff teach children simple rules to keep themselves safe. For example, how to hold scissors and transport 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
implement policy and procedures to safeguard children and notify statutory agencies without delay when concerns arise	16/11/2023
ensure that Ofsted is provided with the necessary information to carry out suitability checks on all members of the registered body	21/11/2023
ensure that those with oversight and governance understand their roles and responsibilities, in order to fully implement the legal requirements.	15/12/2023

Setting details

Unique reference number	106297
Local authority	Devon
Inspection number	10307946
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	14
Number of children on roll	12
Name of registered person	Berrynarbor Pre-School
Registered person unique reference number	RP517808
Telephone number	07807 093 644
Date of previous inspection	21 March 2018

Information about this early years setting

Berrynarbor Pre-School registered in 1992. It is situated in the village of Berrynarbor, North Devon. There are six members of staff. Of these, one holds a qualification at level 6 and five hold a qualification at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 8am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Beighton

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with a representative of the registered body about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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