

Inspection of Yarnton Preschool

Rutten Lane, Yarnton, Kidlington, Oxfordshire OX5 1LW

Inspection date: 24 May 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in safeguarding practice means that children's safety and well-being are put at risk. Furthermore, although children enter the pre-school happily, they are not all offered the support and teaching they need. This means some children do not make the progress they are capable of. Leaders and staff fail to provide a curriculum that meets all children's learning needs, particularly those who are already not making expected progress. Teaching is inconsistent and at times is weak. Staff do not provide adequate support to all children. For example, at times, some children are not encouraged to join in with group activities and are ignored. This happens despite children putting up their hands or calling out the correct answers to questions staff ask during group activities.

Not all children benefit from purposeful interaction or play experiences to support their identified next steps in learning. For instance, some children wander around and drift between activities, even though they are identified as needing support in their social skills and engagement in activities. Staff fail to engage children for long periods of time. This means these children are left to their own devices and do not receive the support they need.

Most children behave well. However, some children show a lack of respect for others. For example, they take toys off other children, resulting in others shying away and showing signs of not feeling safe. Despite this, children have access to some activities that engage their interest and support their self-initiated learning. For example, children explore with blocks and guttering tubes in the garden and use different media and materials.

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

- Staff lack knowledge and understanding of their safeguarding responsibilities. Although all staff have had safeguarding training, some do not know how to identify signs that a child may be at risk, including from extreme views. Furthermore, some staff, including the designated safeguarding lead (DSL) staff member, have a poor understanding of what to do if they have concerns about staff or children. This compromises children's welfare.
- Staff have a weak understanding of the curriculum learning intentions. Some staff state they have not received much information about the curriculum or the planning for children's learning and development. This means that they are not able to implement the learning intentions consistently, to help children gain the skills they need for their future learning. For instance, the manager identifies that children need to develop independence. However, at times, some staff quickly step in and do things for children, such as help with clothing and shoes. This does not provide effective teaching and support to children.

- The quality of teaching is inconsistent. Some children receive little interaction or support and are left to amuse themselves and play alone. Some children stand and watch other children and do not engage in purposeful or meaningful learning activities. Staff fail to support these children's next steps in learning, to ensure children make progress in their development.
- At times, staff use opportunities such as singing and storytelling to help promote children's communication and language. However, not all children are involved in these focused times. There are times when some staff support children well. Staff involve children in some focused activities to help them learn new skills. For instance, some children develop their physical skills as they dress dolls and climb on climbing frames.
- Leaders offer staff a half-termly supervision and staff comment that the manager supports them well. However, these meetings fail to identify weaknesses in staff practice and their teaching. Leaders do not identify areas where staff need support, to help them develop their skills and knowledge. They fail to ensure that staff provide effective teaching to support children's learning. Leaders fail to evaluate the quality of the provision to address weaknesses, including the weak procedures to monitor children's progress.
- Children's personal, social and emotional development is significantly compromised by staff's poor behaviour management. Staff do not give children consistent messages to support their understanding about appropriate behaviour. During the inspection, children were seen to be pushed and have toys taken off them by other children. Furthermore, some children threw items, such as china cups, which posed a risk to others' safety. In addition, some children's behaviours intimidated other children. This resulted in some children cowering from other children and not feeling safe. Staff failed to intervene, to help children understand the consequences of their actions on others and ensure other children felt safe. Despite these weaknesses, some children do use positive manners as they say please and thank you when offered snacks and drinks.
- Partnerships with parents and other professionals involved in children's welfare are constructive. Parents comment positively on the pre-school stay and play sessions and how caring the staff are towards their children.
- Children play in a clean environment. They benefit from healthy lifestyle practices, such as washing their hands before mealtimes. All children enjoy daily outdoor experiences in the enclosed garden area. They benefit from fresh air and enjoy being physically active.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders, managers and staff fail to safeguard children, putting children's welfare at risk. Not all staff have a secure understanding of child protection procedures. Some are not aware of the referral systems to follow if they have a concern about a child's welfare or about another staff member's behaviours. Although leaders have implemented safeguarding policies and procedure, they have failed to ensure staff and the DSL know and understand these, and implement procedures. As a result,

there are weaknesses in staff's knowledge and understanding of effective safeguarding practice and procedures. Leaders follow appropriate recruitment processes. They check staff's suitability to work with children, such as completing Disclosure and Barring Service checks.

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
train all staff to understand the safeguarding policy and procedures, and ensure they know how to recognise, respond and promptly refer concerns about staff behaviours	24/06/2022
improve safeguarding practice, to ensure any safeguarding concerns about a child or in the event of an allegation being made against a member of staff, are notified to local statutory children's services agencies without delay, in line with the local safeguarding partners procedures	24/06/2022
ensure staff provide appropriate and consistent behaviour strategies to all children, with specific regards to ensuring children's behaviour is managed suitably, to help children to feel safe and understand how to manage their own feelings and behaviour	24/06/2022
ensure all managers and staff have effective support, supervision and coaching, so that they have a secure understanding of their roles and responsibilities, including how to promote the interests of children	24/06/2022
create a curriculum that has clear intentions for what children need to learn, and ensure staff know and understand this, so that they provide effective teaching in line with this	24/06/2022

ensure the curriculum is ambitious for all children and tailored to their needs, and provides good quality and challenging learning experiences, to help them make good progress consistently.	24/06/2022
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Setting details

Unique reference number	133975
Local authority	Oxfordshire
Inspection number	10242972
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	28
Number of children on roll	46
Name of registered person	Yarnton Playgroup Committee
Registered person unique reference number	RP904647
Telephone number	0749898538
Date of previous inspection	6 September 2018

Information about this early years setting

Yarnton Preschool registered in 1979 and is located in the village of Yarnton, Oxfordshire. The pre-school is open each weekday during term time, from 8.45am until 2.45pm. There are eight members of staff who work with the children. Of these, three staff have appropriate early years qualifications at level 3 and two staff hold qualifications at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracy Bartholomew

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 explained the pre-school curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the nursery through discussions with the inspector.
- The inspection was carried out following the risk assessment process.

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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