

Inspection of Horam Community Pre-School

Horam Village Hall, Horam, East Sussex TN21 0JE

Inspection date: 3 May 2022

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 compromised. This is because risk assessments are ineffective and expose children to unnecessary hazards. For instance, the outhouse containing an electric box unit is not securely locked. Furthermore, staff do not monitor vulnerable children closely enough to ensure they are effectively safeguarded. This places children at risk.

Children who present with a delay in their development do not have effective support or receive swift intervention to help them catch up. They do not benefit from the precise targeted support or monitoring they need to close the gaps in their learning. Some children who struggle with their behaviour are not consistently helped. As a result, they do not learn about behavioural expectations and the impact this has on themselves and others.

Children enjoy participating in experiences such as planting their own sunflower seeds and finding out about what they need to grow. They also use magnifying glasses to hunt for insects in the garden. Children refer to information sheets to identify and describe what they have found. However, the curriculum does not consistently meet the needs of all children who attend. Children who are more able and competent, dominate the attention of staff. Consequently, quieter children and those that need extra help can often be overlooked.

Some children are seen to wander aimlessly around the pre-school and do not engage in meaningful play or activities. As a result, some children do not develop positive attitudes to learning.

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

- Leaders fail to monitor the pre-school to ensure all children receive high-quality care and education. Consequently, the lack of oversight means that the management committee are not aware of safeguarding concerns at the provision.
- The manager does not ensure aspects of safeguarding are fully embedded at the pre-school. Managers and staff do not consistently follow up on concerns and share information with the committee and agencies with statutory responsibilities. Vetting checks are not maintained to assure the suitability of staff who work with children. Not all staff have secure knowledge of wider safeguarding issues such as county lines, or teach children about how to stay safe online.
- Leaders and managers do not implement rigorous risk assessment to ensure the environment is safe and secure for the children who attend. For example, children climb on radiators, which goes unnoticed. Doors remain unlocked and

can pose a risk to children.

- Leaders and managers do not act quickly enough to seek support from outside professionals. Children who need extra help do not receive this in a timely manner to enable them to reach their highest potential.
- Children who have dual language are not supported as well as they could be. Staff do not use their knowledge and experience to work in partnership with parents to realise the benefits of celebrating their cultural heritage and languages. Consequently, children do not learn about their personal uniqueness to understand differences and similarities.
- Most children behave well. However, some children who need help with managing their emotions do not receive the support they need. Consequently, children do not learn how to cope with their feelings sufficiently.
- The manager and staff do not implement a broad and balanced curriculum that adapts to meet the needs of all children. As a result, teaching is inconsistent. Some children engage in positive experiences that enrich their learning. However, other children are not given the support they need to engage purposefully to contribute towards them making progress in their learning and development.
- Children's opportunities to be independent are variable. They help each other to wash their hands before snack time. Staff give children tongs to serve themselves snacks. However, staff can over-direct and hold children's hands while they are using tongs and pour their drinks for them. Consequently, this hinders children being able to practise their independence skills.
- Children have good relationships with key carers and settle well. Mealtimes are social occasions where children and staff engage in conversations about how to stay healthy. Children talk about their lunch and comment that 'food helps them to have strong muscles.' Furthermore, they discuss personal events, such as visiting the dentist, and getting new glasses. Staff introduce new language linked to these experiences such as 'cavities' and 'opticians.'

Safeguarding

The arrangements for safeguarding are not effective.

The designated safeguarding officer does not have secure knowledge of how to refer concerns in line with local procedures. Furthermore, not all staff have sound knowledge about wider safeguarding issues. Managers fail to respond quickly when they receive information that may indicate vulnerable children and families need support to be effectively safeguarded. The manager and staff lack vigilance in precisely identifying areas of the pre-school that can present as a risk to children and acting on this to keep them safe. Leaders do not ensure safer recruitment processes are well maintained. As a result, the manager does not have evidence to demonstrate that suitability of individuals that have access to children has been assured.

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
ensure there is effective oversight and monitoring of the pre-school so that the management committee are fully aware of any safeguarding concerns to be acted upon swiftly	30/05/2022
take action to ensure leaders, managers and staff have up-to-date knowledge of wider safeguarding issues and know how to respond to any child protection concerns in an appropriate and timely manner	30/05/2022
implement effective and robust recruitment procedures and record information about the vetting checks conducted to ensure all adults looking after children are suitable to fulfil the requirements of their role	30/05/2022
implement a rigorous system for risk assessment to ensure the safety of all children and identify, remove, or minimise, all risks and hazards to children's health and safety	30/05/2022
ensure that children identified with a delay in their development receive swift intervention at the earliest opportunity so they can receive targeted support to help them catch up	30/05/2022
implement strategies that positively support children to help them understand behavioural expectations and support their emotional health and well-being	30/05/2022

ensure staff have enhanced knowledge about internet safety and risks so they can provide children with opportunities to learn how to keep themselves safe from online dangers.	30/05/2022
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all staff understand how to deliver a well-sequenced curriculum so that it precisely meets the individual needs and development of each child who attends	30/05/2022
ensure that arrangements to support children with English as an additional language are in place and are effective, taking into account the individual children's needs and interests	30/05/2022
develop opportunities within the routine to help support children's independence skills.	30/05/2022

Setting details

Unique reference number	109443
Local authority	East Sussex
Inspection number	10228131
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	29
Number of children on roll	32
Name of registered person	Horam Community Pre-School Committee
Registered person unique reference number	RP907234
Telephone number	01435 812192
Date of previous inspection	8 December 2016

Information about this early years setting

Horam Community Pre-School registered in 1977. It is located in the village hall at Horam, East Sussex. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school is open between 9.30am and 3.30pm, from Monday to Friday, term time only. There are six members of staff; of these, one has a relevant childcare qualification at level 4 and five staff hold qualifications at level 3.

Information about this inspection

Inspector

Sherrie Nyss

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 setting.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector tracked children to establish what it is like for a child at the pre-school.
- The inspector held a discussion with the manager in relation to the leadership and management of the pre-school.
- The inspector looked at relevant documentation, such as evidence of disclosure barring checks, first-aid certificates and the safeguarding policy.
- The inspector invited parents to share their views. The inspector took account of all feedback received.

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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