

Old Dalby Preschool

Unique reference number (URN): EY414047

Address: Primary School, Main Road, Old Dalby, MELTON MOWBRAY, Leicestershire, LE14 3LR

Type: Childcare on non-domestic premises

Registered with Ofsted: 19/07/2010

Registers: EYR, CCR, VCR

Registered person: The Old Dalby Pre-School Playgroup Committee

Inspection report: 24 November 2025

Exceptional	
Strong standard	
Expected standard	 
Needs attention	  
Urgent improvement	

Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding. This puts children at significant risk of harm. Staff working with children understand how to identify and act on any concerns about the welfare of children. However, leaders do not have the required knowledge and understanding of their statutory responsibilities to safeguard children. They have not followed the correct procedures for reporting safeguarding incidents to all relevant authorities. This means that important information has not been shared with the agencies responsible for the external oversight of safeguarding matters. In addition, the setting's safeguarding policy does not contain the important information needed to support leaders to respond appropriately to any safeguarding concerns.

Safer recruitment practices are implemented consistently. Leaders manage the ongoing suitability of staff and make sure that all staff understand their role in keeping children safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Children behave well and show consideration for others as they play and move around the setting. They share resources, take turns and respond to the expectations set by staff. This helps to create a calm and welcoming environment, where most children feel secure and ready to engage in learning. Daily routines provide structure and support children as they move between different parts of the day, such as preparing for snack or getting ready to play outdoors, helping them develop confidence and independence.

Children build warm and trusting relationships with their key person and are confident to seek reassurance or share their thoughts when needed. Practitioners model respectful behaviour and use clear explanations and praise to reinforce children's efforts, helping them understand how to treat others with care and consideration. Children listen to adults, follow instructions and show interest in activities, concentrating for increasing periods of time and demonstrating independence as they follow familiar routines.

Across the setting, children approach many experiences positively and participate in activities alongside their friends. While behaviour and routines are generally effective in supporting learning, some children are still developing confidence and independence.

Children's welfare and wellbeing

Expected standard 

Children experience a welcoming and nurturing environment, where their wellbeing is supported effectively. Leaders and staff place emphasis on children's personal, social and emotional development. This helps children to recognise and manage their feelings. Children seek guidance or reassurance from familiar staff, which helps them feel understood and supported during their time at the setting.

Practitioners model respectful behaviour, set clear expectations and use praise to reinforce positive interactions. Children engage cooperatively, show patience and take part in play alongside their peers. For example, children are encouraged to get ready for their forest school sessions independently, while also supporting one another.

Children are supported in their emotional health, confidence and social skills, although some children require support to develop these abilities. Warm relationships with familiar staff help children feel secure and included. Children are provided with resources and some

opportunities to take part in play and learning. For example, children enjoy mark making and a role-play construction area, where they can act as builders, however, greater engagement from staff during these activities could further support learning across different areas.

Needs attention

Achievement

Needs attention 

Children's progress is not consistent across the setting. Staff recognise that children learn and develop at different rates, but adaptations to the curriculum are not always made to ensure that all children achieve well and in line with their individual learning and development.

The arrangements for assessment in communication and language are weak. This means that staff are not always aware of what children have mastered, and gaps in their learning are not always recognised. As a result, some children, including those who may face additional barriers, are not fully prepared for the next stage of their learning and achievement varies across the group.

Children develop some knowledge and skills across the 7 areas of learning and many show confidence as they take part in familiar routines. They enjoy exploring the environment and demonstrate growing independence in their play. Some early mathematical understanding is emerging, and children respond positively to opportunities that help them practise these skills.

Curriculum and teaching

Needs attention 

Leaders have appropriate ambition for what they want children to learn. However, inconsistencies in the quality of teaching mean that children's progress is sometimes limited across the curriculum. For example, planning and assessment are not fully embedded and staff do not adapt their teaching to support different stages of development or to help build on what children already know. Strategies for monitoring teaching and evaluating its impact are limited. This means that leaders do not have a full overview of how effectively the curriculum supports children's development. Approaches to supporting children's communication and language skills are not applied consistently across all areas of learning.

Some adaptations are applied for groups of children, including those with special educational needs and/or disabilities, but these are not consistently implemented across the setting. The curriculum delivery does not consistently meet the requirements of the early years foundation stage or support children's development across all areas of learning.

Early mathematical concepts are introduced and practical learning experiences, such as forest school sessions, are offered. The provision and environment are structured to support and nurture children's personal, social and emotional development, which is highly valued.

Children's individual needs are not always identified, particularly with regards to their communication and language development. Some children with evident gaps in learning have not received timely support or curriculum adaptations, which limits their progress. Leaders' approaches to monitoring and reviewing the impact of support are not yet fully embedded, meaning extra help for children is inconsistent and does not always meet children's individual needs.

Leaders have put some strategies in place to support children, including those with special educational needs and/or disabilities (SEND), those eligible for early years pupil premium and children who face other barriers to their learning and/or wellbeing. Funding is used effectively to reduce barriers, and families are involved in supporting their child's individual needs. Leaders and staff have high expectations for disadvantaged and vulnerable children and those with SEND, but support is not always responsive to children's changing needs, which can limit their progress.

Urgent improvement

Leadership and governance

Urgent improvement

Leaders have failed to notify Ofsted of a significant event. This is a breach of requirements.

Weaknesses in leadership and governance have had a significant impact on children's welfare. Leaders and committee members do not yet demonstrate consistent knowledge of statutory safeguarding and reporting obligations. While leaders take steps to engage staff and families and maintain operational oversight, these gaps in governance knowledge have significant implications for children's safety, security and overall wellbeing.

Leaders take appropriate measures to ensure staff feel valued and workloads are manageable. Staff wellbeing is highly considered, contributing to a supportive environment. Leaders engage with parents and external professionals to facilitate and support children's experiences, including planning transitions for children moving to school. Information is shared across the setting to ensure staff are aware of children's mental health and emotional needs, helping to maintain consistency in support.

⊗ **Compulsory Childcare Register requirements**

This setting has not met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

⊗ **Voluntary Childcare Register requirements**

This setting has not met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Staff demonstrate a secure understanding of safeguarding procedures, however, there are weaknesses in governance, including the failure to notify all relevant agencies regarding allegations made against adults working with children. This means that urgent improvements are required to ensure children are fully protected at all times. Additionally, safeguarding policies are not compliant with requirements.

Staff support children's personal, social and emotional development, by helping them understand and manage their feelings and regulate their emotions. Staff provide children with access to a calm space they call the 'Happy place', where children can unwind and self-

regulate. Children are developing some knowledge and skills across all areas of learning, including some early mathematical concepts through explicit teaching. However, there are weaknesses in how staff identify and support children's emerging communication and language. This means children are not receiving the strategies or support required to develop these skills fully. Gaps in speech and language development for some children have either not been addressed promptly or have gone unrecognised entirely. In addition, adaptations to the curriculum are applied inconsistently across the setting. As a result, children do not always receive the tailored support they need to make progress from their individual starting points. Some children's learning needs are not fully met, and their achievement is limited.

Children experience a nurturing environment, where they feel secure and cared for. They form trusting relationships with their key person, developing a sense of belonging. Children demonstrate positive relationships with their peers and show kindness and consideration in their interactions. They engage collaboratively in play, take turns and share resources. Transitions are managed thoughtfully, including for children with special educational needs and/or disabilities. Children receive support to settle confidently into new routines or move on to school.

Next steps

To meet the requirements of the Early years foundation stage and Childcare register the provider must take the following actions by the assigned date:

Action	Completion Date
ensure safeguarding policies reflect current statutory requirements and provide clear guidance on reporting and managing safeguarding concerns and allegations	01/01/2026
improve all leaders' and specifically the committee's knowledge and understanding of reporting processes and requirements of the suitability of those who work with children	01/01/2026
review and improve the curriculum and teaching of communication and language to ensure gaps in children's learning are identified promptly and appropriate strategies are implemented to support all children	30/01/2026

About this inspection

The inspector spoke with the manager, deputy manager, special educational needs and/or disabilities coordinator, staff and parents during the inspection.

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.

Inspector:

Sunbul Munir

About this setting

Unique reference number (URN): EY414047

Address:

Primary School, Main Road
Old Dalby
MELTON MOWBRAY
Leicestershire
LE14 3LR

Type: Childcare on non-domestic premises

Registration date: 19/07/2010

Registered person: The Old Dalby Pre-School Playgroup Committee

Register(s): EYR, CCR, VCR

Operating hours: Monday : 08:00 - 05:00, Tuesday : 08:00 - 05:00, Wednesday : 08:00 - 05:00, Thursday : 08:00 - 05:00, Friday : 09:00 - 15:30

Local authority: Leicestershire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 November 2025

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

26

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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