

Tiny Toes Pre-School

St. James Institute, 33a Stourfield Road, BOURNEMOUTH, BH5 2AR

Inspection date

Previous inspection date

15/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Staff are not deployed effectively to ensure children are consistently supported by qualified and experienced staff who understand and can support the children's learning needs. In addition, there are insufficient numbers of qualified staff working with the children.
- The setting has not identified a suitable deputy to take charge in the absence of the manager.
- Weak recruitment systems fail to safeguard children's welfare.
- Records are not well organised to ensure they are easily accessible when needed.
- Staff do not use effective systems to monitor and support the progress of all children, to help identify their starting points and plan accurately for their next steps.

It has the following strengths

- Children are generally happy and settled at the pre-school.
- Children are learning about how to support their health through discussions with staff.
- Small group sessions help to encourage children to build confident language and communication skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and the outside play area.
- The inspector held meetings at appropriate times with the owner/manager.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents spoken to on the day and the provider's self-evaluation.

Inspector

Samantha Powis

Full Report

Information about the setting

Tiny Toes Pre-School opened in 2012. It is a privately owned facility and operates from a hall within St James Institute in Southbourne, Bournemouth in Dorset. Children use the hall at the rear of the building and associated facilities. There is an enclosed area for outdoor play.

The pre-school is registered on the Early Years Register and operates Mondays and Tuesdays from 8.45am to 12.45pm; on Wednesdays from 1pm to 4pm; and on Thursdays from 8.45am to 4pm. There are currently 19 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school has children who learn English as an additional language attending.

A team of three staff, including the owner/manager, work directly with the children. The manager holds a level 3 qualification in childcare. One other member of staff is currently working towards a level 2 qualification and the remaining member of staff is unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure minimum qualified staffing requirements are met
- identify a deputy who is capable and qualified to take charge in the manager's absence
- implement an effective system to ensure that practitioners, and any person having regular contact with children, are suitable.
- review arrangements for staff deployment to ensure children's learning needs are met
- make sure records are easily accessible and available
- improve the systems used to identify children's starting points and monitor their progress, to help staff plan and provide activities which support all children's learning and development effectively.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy at the pre-school and most settle quickly. Staff fail to monitor all children's development and learning appropriately to help them to plan and provide activities, and support children in taking the next steps. For example, some children have been attending the pre-school for several weeks, but have not had any assessments to find out their starting points or stages of development so that staff can plan for their individual needs. This means staff do not plan to meet children's needs from the time they enter the pre-school and cannot track their progress from a known starting point. Although staff are involved as children play, staff deployment is not always appropriate to ensure children are well supported. At times, staff that have no childcare qualifications and little understanding of the Statutory Framework for the Early Years Foundation Stage are left to supervise the majority of the children. This means that during these times, staff miss opportunities to support and extend children's learning. Therefore, some children do not make sufficient progress in their development in all areas of learning. Nonetheless, staff have implemented the required progress check for two-year-olds in a basic form.

Group times led by the manager are more effective in supporting children's learning. During a game children learn to listen, take turns and use language to identify the item they have chosen from the bag. Children enjoy a group singing and music session. They listen and then play their instruments loudly and quietly as instructed. Children enjoy drawing at the craft table, where they can access an interesting range of tools and equipment. Children use language to describe their pictures; however, staff do not extend children's learning by writing down children's speech or questioning them further. Children bring in objects from home which they like to talk about. One child has brought in a toy boat to show their friends. The member of staff suggests they can sail it in the water tray when they go outside later. However, the water tray is extremely small, and the boat only just fits in, limiting children's interest and motivation to explore further. Staff do not use this as an opportunity to discuss space, shape and measure or get ideas from the children about where it might float better to help develop their problem solving skills. Children learning English as an additional language watch the involvement of other children and follow their example. Some staff have picture cards to use to help children to communicate, but these are not frequently used to support children in communicating their needs.

Parents are provided with some information about children's learning and development. Learning folders are in place for some children attending, and include written observations and examples of children's work. These are accessible to parents daily, with more formal arrangements available to share them with their children's key person. Staff practice when working with parents is inconsistent. They do not use the same systems to gather information about children or to report children's ongoing progress to parents.

The contribution of the early years provision to the well-being of children

A weakness in staff recruitment and vetting procedures compromises children's well-being. At times, staff who have not had checks completed to establish their suitability to work with children, work alone and unsupervised. This puts children at risk.

Overall, children appear confident in the pre-school. There have been several changes in staffing arrangements over the last few weeks; however, children generally arrive confidently and settle quickly. They call the familiar staff by name when they want to share something, showing that they have developed a comfortable relationship with them. Parents know who their child's key person is to enable relationships to be built. Children have a lot of choice in where they want to play and what they want to do. However, staff do not always take advantage of opportunities to develop children's independence in carrying out tasks and engaging in daily routines, such as snack time. For example, staff cut up fruit, hand out crackers and pour drinks for children, rather than encouraging the children to do this themselves. Children are learning to be kind to others. When disputes occur, staff talk quietly to children encouraging them to show 'kind hands'. Children receive praise from staff for sharing and taking turns during group activities, building children's self-esteem.

Overall, staff support children's health suitably. Children discuss issues relating to the very hot weather. They suggest the need to apply sun cream and to wear hats to protect them from the harmful effects of the sun. They also talk about having lots to drink so they do not get thirsty. Staff make sure drinking water is easily accessible, both indoors and out. The pre-school currently have access to a very small outdoor area. Although there are ride on toys available in this area, there is not sufficient space for children to really explore how their bodies move and develop their physical skills.

Staff set up the pre-school daily to make it look inviting to children. There are a sufficient range of toys and resources available to meet children's needs. Staff carry out daily risk assessments to help ensure the environment is safe and suitable.

The effectiveness of the leadership and management of the early years provision

There are weaknesses in leadership and management. The provider has not ensured that there are sufficient numbers of qualified staff working with the children so that they all receive appropriate and consistent support in their care and learning. The provider has also failed to identify a deputy manager for the setting. This is a breach in the requirements of the Statutory Framework for the Early Years Foundation Stage. The manager of the setting is qualified and experienced and is keen to increase her skills and knowledge. However, systems for self-evaluation are poor. The provider has not established a system to enable her to monitor staff performance and the delivery of educational programmes. Recruitment and vetting procedures are weak. Not all staff have had thorough checks completed prior to starting work at the pre-school, but continue to work unsupervised with children. Records which confirm the suitability of the remaining staff are not accessible on the premises. This is also a requirement of registration.

Staff are asked to read the settings policies and procedures when they first start working at the pre-school. This gives them some awareness of health and safety procedures. Staff have an adequate understanding of child protection procedures and the pre-school policy regarding safeguarding to help support children's ongoing safety and welfare. The provider seeks advice and guidance from the local authority to help make some improvements in the facility they offer to children and families. However, self-evaluation systems are not well established. This means that weaknesses go unidentified and consequently the provider does not make sure staff meet the learning and development, and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The impact of this is that the staff fail to meet the care and learning needs of all children attending.

Parents state that their children enjoy attending the pre-school. They state that they feel well informed about their children's progress and can look at their children's folders at any time. Parents receive newsletters about forthcoming events and activities which encourage them to be involved. Parents have access to a folder which contains the pre-school policies. Links made with other early years settings which children also attend help to promote consistency in meeting children's care and learning needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY458390
Local authority	Bournemouth
Inspection number	899597
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	19
Name of provider	Joanne Kathleen Ward
Date of previous inspection	not applicable
Telephone number	07807 082 161

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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