

# Little Brooks Pre school

Thornton Cleveleys Scout HQ, Marsh Road, THORTON CLEVELEYS, Lancashire, FY5 2TY

## Inspection date

05/06/2013

Previous inspection date

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

- Poor planning and organisation has resulted in several breaches in requirements. For example, the suitability of staff has not been checked, effective performance management processes are not in place, there is no public liability insurance, and some children's enrolment forms are not on site.
- Children do not have a key person identified. This means that secure attachments to staff take longer to develop and parents do not know who is ensuring their children's individual care and learning needs are met.
- Children have few opportunities for outdoor play. Permission to take children on outings has not been sought and risk assessments for outings are inadequate and so compromise children's safety.
- Staff do not know children's starting points and do not observe, assess and plan for the next steps in children's learning. Parents are not supported to extend children's learning at home. This means children are not challenged to make progress in their learning.
- Relationships with other settings children attend are not in place. This means information is not shared to effectively support children's learning.

### It has the following strengths

- Children are offered healthy meals and snacks and are encouraged to serve themselves. This helps them develop independence.
- Children who are learning English as an additional language make sound progress.

## 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 staff and children engaged in activities.
- The inspector spoke with the provider, staff, children and parents at appropriate times during the inspection.
- The inspector examined a sample of organisational and health and safety documentation.
- The inspector looked at children's enrolment forms and staff recruitment and training information.

## Inspector

Valerie Aspinall

## **Full Report**

### **Information about the setting**

The Little Brooks Pre school was registered in 2012 on the Early Years Register. It is situated in the Thornton Cleveleys scout hut headquarters in the Thornton area of Lancashire. It is managed by a private owner. The pre-school serves the local area and is accessible to all children. The setting employs three members of child care staff. Of these, all hold appropriate early years qualifications at level 4 or above including one with Early Years Professional Status.

The setting opens Monday to Friday, term time only. It is open from 8.45am to 3pm. Children attend for a variety of sessions. There are currently nine children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

### **What the setting needs to do to improve further**

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

- ensure the suitability of all staff by obtaining the required Disclosure and Barring Service checks.
- provide evidence that public liability insurance is in place by ensuring the certificate of insurance is accessible
- ensure that children's enrolment forms include the required information for each child and are accessible
- ensure that parents give permission to take children on outings. Fully assess all potential risks on outings, identifying all potential hazards and explaining how they will be minimised
- ensure children have access to outdoor activities on a daily basis unless weather conditions make this unsafe
- ensure each child is allocated a key person who will support them to become familiar with the setting, ensure their individual needs are met and build a relationship with parents
- plan, observe and assess each child's starting points and progress across all areas of learning in relation to their age and stage of development and use this information to identify the next steps in their learning
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home
- develop the two-way flow of information between all other providers where children also attend another setting, in order to share what you know about children and so more effectively support their learning
- implement effective methods for the appraisal and supervision of staff by identifying the skills and knowledge they need in order to support children's learning.

## Inspection judgements

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

Children's needs are not adequately met as staff do not gather sufficient information about what children can already do when they are new to the setting. This means there are no effective starting points from which staff can plan to help children make progress. In addition, the observation, assessment and planning cycle has not been implemented. Staff do not determine children's stage of development across all seven areas of the curriculum and do not plan for the next steps in their learning. Consequently, staff cannot identify any gaps in children's progress, as a result, children are not effectively supported or challenged in their learning.

The range of resources available is sufficient to support most of the seven areas of learning. However, children do not have access to outdoor play on a regular basis and outings to the local duck pond and park are infrequent. Consequently, children have few opportunities to develop their physical skills. Staff are effective in helping children who speak other languages to acquire English because they model clear speech and introduce new words, such as 'sticky', when describing glue. Parents are pleased with the speed at which their children are learning English.

Staff have an instinctive understanding of how to extend children's interests. For example, children enjoy drawing pictures of their homes and staff develop this by helping them to build a house out of construction blocks. This extends further, into the home corner, where children discuss what their own home is like. When children choose to play with the toy laptop, staff help them to identify the letters in their name and in the water play, staff count how many boats there are, with children. However, staff do not evaluate these activities in order to identify the learning taking place and so do not plan for the next steps in children's learning. Information about children's care needs is exchanged verbally with parents each day. However, they are not informed about their child's learning, because staff do not have a clear understanding of what learning is taking place. Consequently, parents are not supported to extend their child's learning at home.

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

Generally, the environment is pleasant and spacious; indoors is partitioned into different areas to allow children to independently select a variety of resources from low level storage units. Cushions are provided in the book area to allow children to relax in comfort. However, the outdoor area is currently not being used and so children do not have daily access to fresh air or open spaces in which to be physically active. As a result, some children's natural desire to be active is hindered, which results in some boys playing boisterously indoors. Staff are able to manage boisterous behaviour appropriately, by distracting and directing the boys to other activities. Otherwise, staff teach children to play safely by reminding them not to stand in, or drink the water from, the water tray. Children

are encouraged to be kind to each other and cooperate, when staff model taking turns with the skittles and ball and show them how to be gentle with the teddies.

The transition arrangements for new children are weak as the setting has not yet identified each child's key person to help them settle in and begin to form secure attachments. In addition, some children start the setting with no settling in sessions and no enrolment forms on site. Consequently, some children are overwhelmed with the range of resources on offer and run around excitedly from one area to the next, unsure of how to play appropriately. In addition, the lack of basic information about their care needs and starting points means that staff do not have sufficient information to get to know new children or to ensure their individual requirements are met. Consequently, parents do not have the opportunity to build a relationship with the key person for their child. Despite this, children who have been in the setting since it opened are beginning to develop effective, responsive relationships with staff.

Children are offered healthy snacks which include fresh fruit and vegetables and a choice of milk or water to drink. They are encouraged to serve themselves at meal times and staff support them to make choices, by clearly stating what the choices are. For example, they ask if children want water or milk to drink, while also showing them different jugs. Children are encouraged to use antibacterial gel to clean their hands as staff teach them how to push down the nozzle on the container to get the gel. Staff teach children to use the drinking water dispenser independently to get a drink when they want one, by repeatedly demonstrating how to use the dispenser. Consequently, children are beginning to become independent and persevere with tasks, which will help them to become active learners, who are ready for school, when the time comes. In addition, these activities help children to develop an understanding of healthy eating. However, the lack of daily opportunities to enjoy physical activity and discover how to move their bodies in different ways means that children are not fully supported in developing a healthy lifestyle or learning how to manage risks.

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

The leadership and management of the pre-school is inadequate. Although the setting has only recently opened, poor planning and organisation has resulted in a number of requirements within the Statutory framework for the Early Years Foundation Stage not being met. The provider, who also manages the setting, has failed to ensure that staff are suitable, as the required Disclosure and Barring Service checks have not been completed. In addition, there is no evidence available to determine whether the setting has public liability insurance and the written risk assessments for taking children on outings, fails to identify the potential risks and hazards children may be exposed to. These are breaches in requirements and, as a result, the safety of children cannot be assured. The manager has a sound understanding of child protection procedures as she has recently had training in safeguarding. She knows who to contact, should she have concerns for children's welfare.

The manager has not yet implemented effective methods for monitoring the curriculum or

the assessment and planning of children's progress. Currently, there are no procedures in place to identify individual children's progress and plan for the next steps in their learning. The manager acknowledges she needs the support of the local authority advisor to help her establish an effective observation and planning process. Consequently, she is unable to identify if children are making progress or monitor any gaps in their learning. In addition, parents are not asked what they know about their child's learning on entry to the setting and so there are no starting points in place to help staff identify what children can already do. As a result, children are not effectively supported, or challenged in their learning.

On the day of inspection a number of new children were present; however, their enrolment forms were not on site. Therefore, the manager had not assured she had sufficient information about their care needs or basic information, such as date of birth, address or emergency contact details. This is a further breach of requirements and impacts on children's safety. In addition, some of the required information is missing from enrolment forms, for example, permission to take children on outings.

The manager has a sound understanding of how she will work in partnership with health professionals should a child require additional support and has also begun to develop a relationship with a local school which some of the children will move onto in September. However, she has yet to establish links with other local settings that current children also attend. Consequently, information about the progress children are making is not shared and so opportunities are missed to gain a fuller understanding of individual children's learning. In addition, parents do not get regular information about their children's progress and so are unable to extend their learning at home.

Daily discussions allow the staff to reflect on the activities provided and think of ways to extend children's interests. However, there are no formalised methods of monitoring staff performance in place that would help staff understand what they need to do to improve their practice. In addition, there are no induction procedures in place to help new staff understand the setting's policies and procedures. Consequently, staff are not effectively supported in helping children to make the best possible progress in their learning.

The setting has been only been open for a short time, as a result, there is no formal evaluation of the service provided, in place. The small team discuss what tasks need to be completed during their working day. However, the manager is aware that organisational process and procedures need to be developed and that an effective process for observing and assessing children's progress needs to be implemented. In addition, there are plans to develop the outside space to allow children daily access. The manager is seeking the support of the local authority to establish effective procedures.

## 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

<b>Unique reference number</b>	EY456802
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	896162
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	9
<b>Name of provider</b>	Emma Louise Faller
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07799523598

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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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