

Tykes Pre-school

Broadfield Youth & Community Centre, Broadfield, Crawley, West Sussex, RH11 9BA

Inspection date 03/03/2014
Previous inspection date 13/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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
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The quality and standards of the early years provision

This provision is inadequate

- Risk assessment is weak and the deployment of staff with professional qualifications is ineffective. Consequently, children's learning and safety is not effectively supported.
- Required records about children and staff are unavailable, including evidence of staff suitability. This means the safeguarding, health and learning of children cannot be assured.
- Systems for planning and assessing children's progress are weak. Children's starting points are not clear and there is no evidence of the progress checks for two-year-old children taking place or the findings of these checks being shared with their parents.
- Self-evaluation is weak and systems for monitoring staff practice are not fully effective. This compromises children's health, safety and learning.
- Staff do not provide space and equipment for children who wish to sleep, resources do not meet the needs of two-year-olds and not all staff handling children's food have received food hygiene training. This means children's health, safety and learning is not effectively supported.
- Staff do not promote communication and language effectively and there are few opportunities for children learning English as an additional language to use their home languages. In addition, the key person system does not enable children to develop secure emotional bonds and support their individual learning needs and settling-in procedures are not effective.

It has the following strengths

- Established partnerships with external agencies means that the needs of children with special educational needs and/or learning disabilities are well met.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled a range of documentation, including medication and accident records, children's attendance records and development files, staff files and appraisal documentation and the setting's safeguarding and complaints policies and procedures.
- The inspector held ongoing discussions with the staff, the manager, the deputy and children throughout the inspection, including discussions about safeguarding issues.
- The inspector took into account the views of parents spoken to on the day.
- The inspector had a meeting with the manager and registered provider to discuss all aspects of practice.
- The inspector observed children and staff in all inside and outside areas of the provision and carried out a joint observation with the manager.

Inspector

Jacqueline Walter

Full report

Information about the setting

Tykes Pre-school registered in 2006. It is one of three privately owned pre-schools. It operates from one room of the community centre in Broadfield, which is in Crawley, West Sussex. It is open each weekday from 9am to 2.30pm during term times only. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 52 children attending in the early years age group. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age. The setting supports children with special educational needs and/or disabilities and children who are learning to speak English as a second language.

The provision employs six members of staff. Of these, four staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a level 3 qualification.

What the setting needs to do to improve further

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

- ensure all aspects of the provision that need to be checked on a regular basis are included in the risk assessment and this assessment includes how risks will be removed or minimised, with particular attention to the reception and children's toilet and changing areas
- ensure that staff qualification ratios are fully met at all times; and demonstrate that all staff that prepare and handle food complete appropriate training in Food Hygiene
- demonstrate that all staff complete the required Disclosure and Barring Service check
- ensure appropriate arrangements are in place for the supervision of staff, in particular to receive coaching and identify training needs
- ensure that suitable provision with appropriate furniture is made available for children who wish to sleep
- plan and provide resources and activities that reflect all areas of learning and in particular meet the needs of two-year-old children
- improve staff understanding of their role as a key person and ensure an effective settling-in procedures are implemented that help children develop secure emotional bonds and allows staff to build a relationship with the children's parents
- improve staff's understanding of how to guide children's capabilities to promote children's learning and development, particularly in communication and language
- improve the assessment systems to clearly identify children's starting points and ensure that observations are frequent and accurate to build upon children's progress in all areas of learning; and to demonstrate that the progress check for two-year-old children is completed and shared with their parents
- improve the planning system so that it is effective in meeting all children's individual learning needs, shared with all staff and gives children challenging and enjoyable experiences; and plan and provide opportunities for children who speak more than one language to use their home language in the setting
- organise the deployment of staff, taking into account their professional

qualifications so that staffing arrangements are effective in meeting the needs of the children

- improve the systems used to foster continuous improvement making sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice

- make sure all required records are available for inspection

Inspection judgements

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

The provider's ability to meet the learning and development needs of children is inadequate. The resources and some staff's abilities in teaching children are not effective. In addition to this, the systems for planning and assessment are not sufficient to support staff in their teaching. Also, children's safety is at risk due to a number of safeguarding and welfare requirements not being met.

Staff meet with parents when children start in order to gather an appropriate range of information about the child's care needs. However, the children's starting points in relation to their ages and stages of development are not clearly assessed. Staff observe children's abilities, achievements and identify the next steps. They keep a written record of this. They then make links to the children's expected levels of development. However, their observations of children are infrequent and sometimes not dated and not all the children's next steps are identified or shared effectively with other staff. This means that staff are not fully aware of children's abilities and activities are pitched too high. For example, children identified by their key person as beginning to put words together are asked by other staff to identify letters using their phonic sounds. The inaccuracies in the assessment system also restrict staff in planning and identifying children's progress accurately. This hampers the children's overall development. In addition to this, staff are unable to demonstrate that the required progress checks for two-year-old children are being completed. This restricts the children's future learning and limits the amount of information parents receive regarding their children's progress.

Some staff have suitable teaching skills and generally children are able to initiate play independently. Staff position themselves alongside children and on their level, showing them how to connect construction pieces and using simple mathematical language, such as big and smaller. This helps children to gain confidence in their physical skills and develop an understanding of size and space. However, the staff do not effectively guide or consolidate children's growing vocabulary by talking with children about what they are doing and asking them meaningful questions. This hinders children in learning to express themselves and share their ideas. Also, staff do not provide opportunities for children that are bilingual to use their first language in the setting. This means their home language is not effectively supported.

Staff take some practical opportunities to engage children in developing physical skills. For example, when making and eating their snacks children are sometimes encouraged to use plastic knives to cut their food. However, not all children who engage in these activities are effectively supported in using the equipment. This limits children's development in this area.

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

The provider's ability to ensure the well-being of children is inadequate. Children of all ages have sufficient space to explore the toys and equipment and staff allow plenty of time for children to engage in free play. However, staff do not make appropriate provision for children who need to sleep. They do not use a separate room or area and consequently, children have nowhere to sleep when they display signs of tiredness. This compromises their health and safety and is a breach of requirements. The learning environment is also inadequate in terms of the equipment and resources available, particularly for younger children, as they do not have easy access to a full range of resources. This means staff do not support their learning across the whole curriculum, which hampers the children's progress towards the early learning goals.

The setting does not implement an effective key person system. Staff talk with parents at an initial meeting to learn about the children's individual care so that they can help children to settle. However, parents are not always asked to work together with staff to help settle them in after these initial visits. In addition to this, some staff do not have a clear understanding of their role and responsibilities as a key person. Consequently some parents are not secure in knowing who their child's key person is and some children display signs of being unsettled and clearly feel insecure.

Staff promote some aspects of children's health and safety appropriately. For example, procedures around administering medication are implemented correctly. Children have appropriate opportunities to learn about healthy lifestyles. Snacks are provided by the nursery and include a variety of fruit and bread or breadsticks. Snacks are nutritionally balanced. However, staff involved in handling food have either not completed the required training in food hygiene or management are unable to demonstrate that they have done so. This is a breach of safeguarding and welfare requirements and potentially puts children's health at risk. Children can have a drink of water at any time as their drinks are available in the playroom. Staff support children to adopt appropriate hygiene routines. For example, children are able to independently access a hand cleaning foam dispenser within the main play room. Staff also encourage and show children how to blow their noses and to dispose of the used tissues appropriately.

Children have some opportunities to learn how to keep themselves safe. Staff remind children not to run indoors. They discuss and practise road safety when engaging on trips to the park. Children of all ages enjoy visiting the local park and using the outdoor space for physical activities, such as riding tricycles or balancing on stilts. Such activities support children's physical development as they get plenty of fresh air and are able to practise

control of their movements.

Children are suitably encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others. Staff are polite and encourage use of please and thank you. They use praise for children's achievements and efforts. This helps children to develop good self-esteem. Staff deal with inappropriate behaviour successfully. For example, when younger children are arguing over equipment, staff get down to children's level and explain about taking turns. They also discuss and encourage the children to be kind and friendly to each other. As a result, children are appropriately learning to manage their own behaviour.

Staff implement good strategies to ease children fears when they move to their schools reception class. Children have opportunities to visit their local school to observe special events, such as the Christmas nativity. The staff also welcome visits from school staff so they can get to know the children. This helps children develop confidence in the new environment.

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

The management team have an inadequate understanding overall of their responsibilities in meeting the learning and development requirements. There are weaknesses in staff's understanding of promoting communication and language, and of providing resources and equipment that provide challenge and interest for all children. The planning and assessment systems are also weak. These weaknesses restrict the children in making sufficient development in all areas of their learning. The staff's knowledge and understanding of implementing the safeguarding and welfare requirements is also inadequate. This results in a number of breaches of requirements of the Statutory Framework for the Early Years Foundation Stage, and of the Childcare Register.

The inspection took place following a notification from an outside agency that raised concerns about the staff deployment, children's supervision, food and drink, suitable and safe premises, risk assessments, the education programmes, the key person system and the keeping of required information and records. The inspection found that although staff adequately supervise the children the provider was unable to provide evidence of conducting clear and well understood procedures for assessing risks to children. The provider was also unable to demonstrate that all staff involved in the preparation and handling of food have completed training in food hygiene. There is no appropriate space or equipment for children who wish to sleep. This means their health and safety cannot be assured. The inspection also found that there are insufficient toys and resources to help younger children in particular make progress in their learning, and that staff are unable to demonstrate an effective key person system is implemented. These breaches in requirements mean that children feel insecure and are at risk.

In addition to this, the inspection found that leadership is unable to demonstrate that they have robust systems in place to ensure that all staff are suitable to work with children. For

example, the provider has not notified Ofsted of a change in management. It is a requirement to do so. On this occasion, Ofsted do not intend to take further action regarding this non-notification. The leadership is also unable to provide evidence of all staff completing the required vetting check and that staff meet the required childcare qualifications ratio. For example, that at least half of the staff have a level 2 qualification. Furthermore, the deployment of staff is often insufficient. For example, students with little understanding of how to promote children's learning, work with children, while some staff with professional qualifications engage in cleaning furniture and setting up activities. All these breaches in requirements severely compromise children's safety, care and learning. As a result of the inspection findings, the provider is required to take further action in order to improve.

Management and staff take some action to promote children's safety. Adult to child ratios are met all times and staff have a sound understanding of procedures to follow when concerns are raised regarding the children's welfare. They supervise children at all times and they implement some aspects of safeguarding children appropriately. For example, the entrance door is locked and children are escorted to the toilets.

Leadership and management have some systems for self-evaluation that help them to inform the nursery's priorities. For example, they welcome and implement ideas from the local authority advisory team, which improve children's outcomes particularly regarding their independence in some self-care skills. However, the self-evaluation processes are not robust enough. Recommendations from the last inspection have not been fully addressed and are therefore raised to actions. For example, leadership is unable to evidence that annual appraisals take place for all staff, and that there are appropriate arrangements to support the identifying and coaching of staff to improve their personal effectiveness. As a result some staff do not fully understand their role as a key person and work effectively with parents to support the children in developing secure emotional bonds.

The partnership with other local professionals is appropriate overall. For example, staff have established some strong partnerships with external agencies. This means that the needs of children with special educational needs and/or learning disabilities are met well. Therefore, these children are making progress and staff are successfully closing identified gaps in their learning. The pre-school values parents' views and takes account of these to help drive improvement in the care of the children. For example, a cover has been fitted to the outside area after parents suggested this. Parents also advised staff there were no storage facilities for children to store their work. As a result leadership now provides children's storage drawers for the children to use.

Staff share some useful information with parents, which includes the setting's policies and procedures. This helps everyone be aware of their responsibilities. Parents think that staff members are friendly and helpful. They have noticed changes in their children's confidence and ability to speak more clearly. Parents are happy with the information on learning and development and care issues. This in turn helps to promote children's overall development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises used for the purpose of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that half of all persons caring for children have successfully completed a qualification at a minimum of level two in the relevant area of work (compulsory part of the Childcare Register)
- ensure effective systems are in place to ensure any person is suitable to work with children, with particular regard to ensuring they complete the required Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that the premises used for the purpose of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that half of all persons caring for children have successfully completed a qualification at a minimum of level two in the relevant area of work (voluntary part of the Childcare Register)
- ensure effective systems are in place to ensure any person is suitable to work with children, with particular regard to ensuring they complete the required Disclosure and Barring Service check (voluntary part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY343079
Local authority	West Sussex
Inspection number	957081
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	52
Name of provider	Victoria Rodena Bailey
Date of previous inspection	13/09/2011
Telephone number	07540547382

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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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