

Toadstools Pre-School

St Francis of Assisi Church, Little Dock Lane, Plymouth, Devon, PL5 2LP



Inspection date

12 May 2015

Previous inspection date

8 November 2010

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Satisfactory	4 3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The manager is not able to locate staff suitability records. Systems do not include ensuring staff's continued and ongoing suitability to work with children. This significantly affects children's welfare and is a breach of requirements. This is also a breach to the Childcare Register requirements.
- The manager does not monitor observation, assessment and planning arrangements. As a result, she cannot ensure children receive a broad and balanced range of self-initiated and adult-led activities that meet their individual learning needs. Staff do not consistently complete the required progress checks for two-year-old children.
- The information staff gather and share with parents focuses more on children's welfare needs, which inhibits effective partnerships to promote children's progress.
- The manager does not provide staff with regular supervision to help them improve their individual practice and identify training needs. Staff do not form strong bonds with children to teach them social skills and aid their emotional security and progress.
- Poor management leads to ineffective organisation of key records and inadequate systems to inform Ofsted of changes. This is a breach of the Childcare Register requirements.
- Staff do not practise the fire evacuation procedure regularly with children. Consequently, some children do not know how to behave in emergencies.
- The manager and committee do not have effective systems to monitor the provision.

It has the following strengths

- Staff are aware of appropriate safeguarding procedures to help protect children.

What the setting needs to do to improve further

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

- ensure records of staff suitability, including qualifications, identity checks and vetting processes are in place, and introduce effective systems to determine staff's continued suitability to work with children
- implement robust strategies to monitor, plan and assess children's learning and development regularly, consider their starting points and interests, to identify and address next steps in learning so they make good progress across all areas of learning
- complete the progress check for all two-year-old children in partnership with their parents and/or carers and provide copies for healthcare professionals
- develop partnerships with parents and/or carers that encourage them to support children's learning and development at home
- improve the key-person system to ensure they form positive relationships with children and fully support their emotional well-being and all round development
- provide children with a balance of child-initiated and adult-led play activities, which enable children to engage in purposeful play that focuses on their individual learning needs
- complete regular staff supervision in order to identify their training needs and enhance professional development
- ensure all records are easily accessible and available, including the record of complaints and staff suitability checks
- inform Ofsted of changes to the provision, including opening times and days.

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to take part in activities that develop their social and interpersonal skills
- practise fire evacuation procedures more regularly and record their outcomes, so all children understand how to behave in emergencies
- develop effective systems that help monitor the quality of the provision and evaluate practice, in order to set targets and improvements that meet children's changing needs.

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

- ensure effective systems to determine staff suitability to work with children (compulsory part of the Childcare Register)
- provide, or secure the provision of, any training which is necessary to ensure that all staff have suitable skills and experience to care for children (compulsory part of the Childcare Register)
- make available to Ofsted, on request, a summary of complaints that have been made in relation to the requirements during the past 12 months and the action that was taken as a consequence (compulsory part of the Childcare Register)
- inform Ofsted of any change in the type of childcare provided, for example, a change to the days and hours that children are cared for (compulsory part of the Childcare Register).
- make available to Ofsted, on request, a summary of complaints that have been made in relation to the requirements during the past 12 months and the action that was taken as a consequence (voluntary part of the Childcare Register)
- inform Ofsted of any change in the type of childcare provided, for example, a change to the days and hours that children are cared for (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed children engaged in activities that they had mainly chosen themselves.
- The inspector considered the views of parents and staff, through conversations held on the day of the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager to discuss the systems and procedures she uses to help her manage the pre-school.
- The inspector viewed a sample of documents, including policies and children's records.

Inspector

Tristine Hardwick

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

Staff do not observe, assess and plan well enough for children to make good progress. The few adult-led activities they offer do not challenge children because staff do not tailor them to children's individual needs. Staff do not complete the required progress check for all two-year-old children to provide parents and other professionals with the relevant information about children's overall development. The manager does not effectively monitor staff teaching. This means staff do not know how to improve their practice, which affects the quality and range of children's learning experiences. Children develop good physical skills as they move around the room, play on climbing equipment and use scissors, for example, to cut paper. However, staff plan few opportunities for children to develop their social and interpersonal skills.

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

Poor management and organisation mean they are unable to evidence robust recruitment and vetting procedures for all staff to determine their suitability. There are no systems to show that staff continue to be suitable to work with children. This has a significant impact on children's welfare. Children are generally happy at the pre-school and enjoy their time. Children develop independence as they successfully learn to manage some of their own needs, for example, as they wash their hands and select fruit for snacks. Staff share care and welfare information with parents. However, this does not extend to children's learning and development to encourage parents to promote children's ongoing learning at home. Staff do not practise the fire evacuation procedure regularly with children. Consequently, some children do not know how to behave in emergencies. A weak key-person system means that staff do not support all children well enough to engage them in their learning and promote their emotional well-being, so children become active and confident.

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

The manager does not understand her responsibilities, which results in many breaches to the Early Years Foundation Stage requirements and those relating to the Childcare Register. The nominated person has failed to notify Ofsted of changes of opening times and days, as required. Weak management leads to ineffective organisation of key records, such as staff suitability records and the complaints log, meaning not all records are available for inspection. The manager has not addressed actions and recommendations from previous inspections. She has not attempted to improve systems that monitor children's development. Therefore, she does not effectively plan challenging experiences that help children to progress. Management does not evaluate staff practice and the pre-school's effectiveness well enough to set targets to improve outcomes for children.

Setting details

Unique reference number	117226
Local authority	Plymouth
Inspection number	842718
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	20
Name of provider	Toadstools Pre-School Committee
Date of previous inspection	8 November 2010
Telephone number	07759 978449

Toadstools Pre-School registered in 2000 and is located in Plymouth, Devon. They open Monday, Tuesday and Wednesday from 9.30am until 2.30pm, and Friday from 9.30am until 12.30pm, term time only. They are in receipt of the early years education funding for two-, three-, and four-year-old children. Staff support children with special educational needs and/or disabilities. There are six members of staff. Most hold relevant childcare qualifications; the manager has a Level 6 qualification and one member of staff is unqualified.

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