

Little Leaders Childcare Eyke



The Old School House, The Street, Eyke, WOODBRIDGE, Suffolk, IP12 2QW

Inspection date	17 June 2015
Previous inspection date	5 July 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The areas that staff prepare for mealtimes are not always spacious enough to make the routine a social and comfortable experience for all children.
- The key-person system has not been reviewed by the management team, despite changes in staff deployment. This means staff do not know children's stage of development well enough, to always fully meet their needs.
- Staff do not promote children's learning and development needs at all times, such as on outings to the swimming pool.

It has the following strengths

- Management and staff have a good understanding of child protection issues. Recent training has ensured the recruitment procedures are robust. In this way, the setting is demonstrating their commitment to children's well-being.
- Staff display good partnerships with parents. Information is displayed in children's progress documents, to ensure there is a shared approach to children's learning.
- Children with special educational needs and/or disabilities are being helped to make suitable progress because the setting's Special Educational Needs Co-ordinator works in partnership with other professionals.
- Management ensure all staff contribute to the setting's self-evaluation procedure. This means staff feel valued and can voice any areas for improvement.
- Babies show they feel safe and secure. They enjoy their time in the baby room and make good progress in their development.

What the setting needs to do to improve further

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

- review the organisation of mealtime routines, so that children have adequate space in which to feel comfortable, while staff promote their communication and language skills more effectively
- ensure every child's care is tailored to meet their individual needs by reviewing the key-person system when staff move to work in other rooms in the setting
- ensure that staff consistently meet all children's learning and development needs by providing enjoyable and interesting experiences on outings, such as visits to the swimming pool.

Inspection activities

- The inspector observed activities in the main playroom and the garden.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the setting manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation.
- The inspector spoke to parents during the inspection.

Inspector

Kerr Cobbett

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children all attend a planned outing to the swimming pool, situated in the school grounds. While children participate in the swimming lesson, their physical development and confidence is well promoted. The swimming teacher, who is also the manager, bases the lesson on children's current stage of development. However, the organisation of the activity has not been planned well enough. Some children wait for exceedingly long periods of time before they have a turn in the pool. Staff do not use this time to fully engage children in learning experiences that promote their development. This means some children quickly become upset and unsettled. Other children who are not participating in the activity, gain very little from the outing as their learning and development needs are not always promoted. Staff carry out regular assessments of children's learning. This is documented in their progress records. They track children's progress and support them to acquire the skills to be ready for school. However, recent changes to the deployment of staff, means that some children have a key person who in the main, works in a different room. This means the children's key person is not always available to meet their individual needs. The key person relies on other staff to plan from the next steps recorded, which does not include important information, such as the way individual children learn in order to shape activities appropriately.

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

Most children separate readily from their main carer. Those who do not settle well are supported by staff, who are sensitive to their needs. Older children are inquisitive and have strong communication skills. They enthusiastically participate in gardening activities for long periods of time, developing their understanding of the world. Outdoor play is encouraged and children are provided with a healthy snack in the afternoon. This supports their understanding of healthy lifestyles. The morning and lunchtime routine, however, is not as well organised. Children do not have a sufficient amount of space, which causes disruption and restricts the opportunities for communication and language to be developed. Children are encouraged to manage their own personal hygiene needs, taking themselves to the toilet and washing their hands afterwards.

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

Recruitment procedures are robust. Training and qualifications, in the main, have a positive impact on staff's performance. However, the management has not identified parts of the everyday routine that need reviewing. For example, they do not organise mealtimes effectively so that children's communication skills are fully promoted. The manager has not organised outings well enough. The setting is successfully using self-evaluation, to reflect on other areas of their practices and to meet recommendations set at the last inspection. Regular staff supervision and staff meetings take place, and these inform staff's training needs. There is a robust recruitment procedure in place, which is a result of recent training the management team have attended.

Setting details

Unique reference number	EY441544
Local authority	Suffolk
Inspection number	854115
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	39
Name of provider	Little Leaders Childcare Limited
Date of previous inspection	5 July 2012
Telephone number	01394 420654

Little Leaders Childcare Ltd, trading as Eyke and Area Preschool, is a privately owned and managed pre-school in Eyke, Suffolk. The pre-school opens five days a week, during school term time from 8.45am to 3.15pm. It currently employs six members of staff, all of whom hold a relevant qualification at level 3 or above.

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