

# Little Pickles Pre School

Branston C of E Infant School, Beech Road, Branston, LINCOLN, LN4 1PR



## Inspection date

9 November 2015

Previous inspection date

29 June 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to notify Ofsted of changes to the committee members. This means that suitability checks have not been completed by Ofsted to ensure every individual is suitable for their role. The provider has also failed to notify Ofsted of a new manager.
- The manager has not fully embedded a highly effective programme of professional development to ensure that the quality of teaching is of the highest standard.
- Staff do not make the best use of all opportunities for children to develop and share their own thoughts and ideas.

### It has the following strengths

- Staff are experienced and well-qualified. As a result, the quality of the learning environment and planned activities is good.
- An extremely well-established key-person system and effective deployment of staff helps children to form strong, secure emotional attachments. As a result, children are emotionally ready for their next steps in learning.
- The manager effectively evaluates the setting and the priorities for improvement are clear. This supports the continuous improvement of the service and benefits children and their families in a positive way.
- Opportunities for parents to share information about their children and to become actively involved in their children's learning are promoted continuously.
- Effective communication is in place with other settings that children go on to attend. This supports a smooth transition and continuity of care and learning for all children.
- Children are encouraged to learn about keeping themselves safe through daily routines and planned activities, such as not running indoors.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ ensure that Ofsted is provided with the necessary information to enable them to carry out suitability checks for all members of the committee.	30/11/2015

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

- provide more opportunities for children to share their thoughts and ideas
- embed a fully effective programme of professional development that helps to raise the quality of teaching to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and spoke to the provider by telephone. She looked at relevant documentation, such as the pre-school's self-evaluation and policies and procedures.
- The inspector checked evidence of the suitability of staff working in the pre-school and of the committee members.
- The inspector took account of the views of parents from written feedback provided.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider has failed to ensure that they meet all of their legal roles and responsibilities. Some members of the management committee have not completed the necessary checks so that Ofsted can establish their suitability. Furthermore, Ofsted has not been notified of the change of manager. This indicates a lack of efficiency in leadership and management and has a significant impact on children's well-being and safety. Nevertheless, the provider ensures that all adults have completed Disclosure and Barring Services checks and there are effective recruitment procedures in place. Staff have a secure knowledge of safeguarding procedures and know the signs and symptoms of child abuse. They understand what to do if they have concerns about a child's welfare. Staff have regular opportunities to improve their knowledge, although this does not sharply focus on raising the quality of teaching to the highest level.

### Quality of teaching, learning and assessment is good

The staff team work hard and demonstrate high levels of commitment to the setting. Staff plan meticulously for children's individual needs. Through a wealth of purposeful activities, children make marks, create their own pictures and learn to solve problems as they play. Tasks match carefully the differing abilities of children, ensuring they make good progress in what they do. They are excited about their learning and demonstrate high levels of concentration and motivation. However, on occasion, staff over-direct children and ask them lots of questions without waiting for a reply. This means that children do not have many opportunities to share their thoughts and ideas. Staff regularly take children on walks around the local community and to the parks. Staff use these experiences to encourage children to look at the changing environment in different seasons. This also promotes diversity beyond their immediate family.

### Personal development, behaviour and welfare are inadequate

People in a position to influence decision making that affects children's well-being have not had their suitability verified. The provider has not informed Ofsted of new committee members so relevant checks can be completed. This means that children's welfare is compromised. The attractive indoor environment ensures all children find plenty to do; they enter the pre-school enthusiastically and eagerly involve themselves in either solitary or group games. Children build good relationships with each other and readily share, take turns and show consideration for others. Staff promote positive behaviour. For example, when children are chosen to receive a 'high-five' celebration note, staff make it abundantly clear what they have done well. This helps other children to understand right from wrong. Children develop a healthy lifestyle through regular physical exercise, both indoors and outside. For example, they climb through, up and over equipment, play on wheeled toys and dance to music. Children are encouraged to learn about keeping themselves safe through daily routines and planned activities, such as not running indoors.

### Outcomes for children are good

All children make good progress from their starting points. Children demonstrate strong independence skills and this helps to support them in readiness for school.

## Setting details

<b>Unique reference number</b>	EY412631
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	851306
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Branston Pre-School Centre Committee
<b>Date of previous inspection</b>	29 June 2011
<b>Telephone number</b>	01522 791 907

Little Pickles Pre School was registered in 2010. It is committee run and employs nine members of childcare staff. All staff hold appropriate early years qualifications; one with a degree, one at level 5, five at level 3 and two at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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