

Little Treasures Pre-School

Wamil Way, Mildenhall, Bury St Edmunds, IP28 7JU



Inspection date

21 October 2016

Previous inspection date

11 November 2014

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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Self-evaluation and improvement planning are not good enough. They demonstrate little evidence of how providers are able to drive further improvement.
- The providers have failed to ensure that there is at least one member of staff who holds a valid paediatric first-aid qualification on the premises at all times when children are present.
- The provider's and staff's risk assessments are ineffective. They do not identify, remove or minimise hazards to children. Staff do not follow required health and safety guidelines when preparing children's food.
- Systems in place for recording staff suitability checks are inadequate. The providers do not record all information about completed vetting checks for staff. Therefore, they are unable to demonstrate that all staff working with children are suitable to do so.
- The providers do not carry out effective monitoring and supervision of staff. As a result, the quality of teaching is too variable.
- Staff do not have high enough expectations of what children can achieve. Information gathered from observations is not used effectively to plan suitably challenging activities to support children to make the progress they should.

It has the following strengths

- Staff's practice is inclusive. For example, staff use sign language as they read stories. So children with communication difficulties feel fully included with group time activities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure staff and leaders have appropriate training and knowledge of health and safety issues, so that they are skilled in identifying and reducing potential hazards within the setting	04/11/2016
■ ensure that the premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises, and ensure compliance with health and safety legislation (including fire safety and hygiene requirements)	24/10/2016
■ take steps to ensure that all risks to children and adults are identified and minimised	24/10/2016
■ ensure there is at least one member of staff, who holds a paediatric first-aid qualification on the premises at all times when children are present	24/10/2016
■ ensure that food safety requirements are adhered to at all times	24/10/2016
■ ensure that effective procedures are in place so that children's dietary requirements are met	24/10/2016
■ ensure that all information from the vetting processes that have been completed for staff are recorded, with particular regard to references	18/11/2016
■ ensure effective supervision arrangements are in place so that staff are provided with effective coaching, training and support to improve their skills to effectively promote children's learning and keep children safe.	02/12/2016

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the quality of teaching so that staff effectively challenge children to make the progress they should in their learning	16/12/2016
■ ensure that activities planned are purposeful and targeted to children's individual needs and stage of development.	16/12/2016

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

- use self-evaluation to accurately identify weaknesses in practice and implement swift, effective procedures to address them.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- 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 setting manager, who is also one of the providers.
- The inspector held a meeting with the providers. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspectors

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is inadequate

The providers have a poor understanding of how to identify and reduce risks to children's safety and well-being. They do not ensure that there is at least one member of staff with a current first-aid qualification on the premises at all times. Staff could not explain how they would administer first aid to children. This places children at considerable risk in the case of an accident or medical emergency. In addition, staff use the same chopping boards to cut different food, some of which children attending the setting have intolerances to. The providers do not monitor staff's practice to identify and tackle poor staff performance. Consequently, children receive poor quality care and education. Safeguarding is effective. The providers ensure that staff are vetted adequately to ensure they are suitable to work with children. However, references are sometimes obtained verbally and a record is not kept of these conversations. Staff can identify the potential signs and symptoms of abuse and know the appropriate action to take if they have concerns about a child.

Quality of teaching, learning and assessment is inadequate

The providers and staff all hold childcare related qualifications yet demonstrate a poor understanding of how to effectively promote young children's development. Activities planned are often mundane and lack challenge for children. For example, children who are interested in dolls have limited resources to build on their imaginary play. Children do not get enough choice in activities to enable them to do things independently. For example, staff choose the toy animals for children to play with and do not give them options to choose resources for themselves. Staff have a poor understanding of how to extend and model language effectively. They miss many opportunities to add new words into children's vocabulary. In addition, they do not step in when opportunities arise to build on what children already know. For example, children who are able to count to 10 are not supported further to build on their knowledge of numbers and counting. Staff sit with children during play activities and children show they enjoy the attention adults give them at these times. Staff form positive communication with parents. They inform them of activities their children have taken part in.

Personal development, behaviour and welfare are inadequate

The providers have failed to ensure that staff follow appropriate health and safety procedures to meet children's needs, including the needs of children who have food intolerances or allergies. Staff do not ensure they check the food they are giving children is within the best before or expiry date. Staff also prepare dairy and vegetables on the same chopping board which raises the possibility of children coming into contact with foods they are intolerant of. Therefore, they are put at risk of harm. In addition, staff do not recognise or take steps to minimise potential hazards to children. For example, staff encourage children to run in an activity where there are numerous trip hazards and tables which are at the children's head height. Children are suitably behaved. Staff encourage children to use good manners, such as saying please and thank you. Children have daily opportunities to experience fresh air and physical exercise. They settle well and form appropriate attachments to their key person, staff and each other.

Outcomes for children are inadequate

Children are not well-prepared for the next stage in their learning, including starting school. The providers are not monitoring children's learning adequately enough. Therefore, they do not ensure they put provision in place to close the gaps that are emerging in children's development. Children who have special educational needs and/or disabilities are supported adequately to communicate through sign language and other non-verbal communication. Younger children learn to sign simple words at meal times. Older children develop some basic independence skills, such as attending to their personal-care needs.

Setting details

Unique reference number	EY467183
Local authority	Suffolk
Inspection number	1075353
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	36
Number of children on roll	31
Name of registered person	Little Treasures Mildenhall Ltd
Registered person unique reference number	RP532929
Date of previous inspection	11 November 2014
Telephone number	01638717877

Little Treasures Pre-School was established in 2009 and re-registered in 2013. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The pre-school opens from Monday to Friday for 45 weeks a year. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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.

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