

# The Little Champions Day Care

The Abundant Life Centre, Wapping Road, Bradford, West Yorkshire, BD3 0EQ

<b>Inspection date</b>	31 October 2016
Previous inspection date	16 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Inadequate	4
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

- Staff are not provided with safeguarding training. Some permanent and casual staff have a poor understanding of the possible signs of abuse and neglect.
- Most staff do not have an up-to-date knowledge of safeguarding procedures. They do not know what to do should they have a concern about other staff members or if someone they live with becomes disqualified. Additionally, staff do not understand their responsibility with regard to preventing children from being drawn into situations that can put them at risk of harm.
- The performance management of staff is not sufficient to ensure weaknesses in practice are identified and addressed. Furthermore, the provider does not ensure that all staff and students receive an effective induction to help them understand their roles and responsibilities in the setting.
- The key-person system is not effectively organised to provide consistency for all children. Babies' care and learning experiences are not tailored to support their individual needs. Their emotional well-being is not fully promoted.
- The quality of teaching is variable between rooms. Staff do not always intervene in a timely way to help funded two-year-old children make sufficient progress.

### It has the following strengths

- Parents are kept well informed about the children's learning and development. They are provided with ideas and activity packs to support their children's learning at home.

## 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 all staff can identify the signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way	14/11/2016
■ ensure that staff understand the safeguarding procedure to follow should they have a concern about other staff members, if anyone they live with becomes disqualified; also ensure that staff are kept updated with regard to recent changes to legislation and guidance with regard to preventing children being drawn into situations that can put them at risk of harm from radicalisation and extremism	14/11/2016
■ improve the arrangements for the performance management of staff to develop the effectiveness of their practice and provide robust induction, effective supervision and support to ensure that all staff and students understand their role	14/11/2016
■ improve the organisation of the key-person system to ensure consistency for children; tailor care and learning experiences to meet all children's individual needs and fully support their emotional well-being.	30/11/2016

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

	Due Date
■ deliver consistently high-quality teaching and intervene in a timely manner to help funded two-year-old children make sufficient progress and catch up quickly in their learning	30/11/2016

## **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 acting manager.
- The inspector spoke to the acting manager, her line manager, the local authority quality improvement advisor, students and the setting's early years consultant.
- The inspector looked at relevant documentation, including the self-evaluation and improvement plans, children's records, planning and evidence of the qualifications and suitability of staff and students working in the setting.
- The inspector spoke with parents during the inspection and took account of their views.

## **Inspector**

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider has a poor understanding of her responsibility to ensure all statutory requirements are met. The arrangements for safeguarding are ineffective. Some staff have an inadequate knowledge of the possible signs and symptoms of abuse and neglect. Most staff are unsure of the correct procedure to follow should they have a concern about a colleague, manager or other individual involved in the setting. In addition, they do not understand the procedure to follow should anyone they live with become disqualified. The induction process for new staff and students is not effective. This is because it does not provide them with the support they need to competently promote children's welfare. The acting manager is provided with supervision and support. However, this is not always successful in helping her to effectively drive the improvement needed in the setting. Nevertheless, she has put systems in place to record the numbers of children who sleep after lunch. This helps to ensure that in the event of an emergency evacuation, the register is accurate and children are able to be accounted for. Staff adhere to the setting's policy and procedure for administering medication. This is closely monitored. The acting manager has worked closely with the local authority advisor since the last inspection. However, not all actions have been fully addressed. She has started to model and monitor staff's practice. This is not yet fully embedded to ensure teaching is consistently strong across the setting. Tracking systems are in place to monitor children's progress. This is not always effective in identifying areas where children need further support. Parents feel that the acting manager has brought a period of stability to the setting following a number of changes in the management and staffing over the last year.

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

The quality of teaching is too variable and is not always matched to children's individual learning needs. Staff working in the room for children aged between two and three years do not accurately identify what children need to learn next. They do not provide enough challenging activities or plan effective intervention to help ensure that funded two-year-old children make sufficient progress and catch up quickly in their learning. Interaction with younger children is poor as they often play alone for periods of time without any support or engagement from staff. Babies independently access books from the easily accessible basket. They demonstrate their understanding of how to use books from an early age and show interest as they point at the images. Staff miss opportunities to share this experience with them as at times, they are too focused on routine tasks. Staff working with older children use their observations and assessments of children's learning effectively. They plan exciting activities and experiences to extend their understanding and build on their existing knowledge and interests. For example, older children are learning about the difference between light and dark and engage enthusiastically in their explorations with torches and light sticks. They talk confidently with interested staff about their discoveries. Older children are making much better progress in their learning than younger children. This is because older children experience a higher level of adult interaction and better quality teaching.

**Personal development, behaviour and welfare are inadequate**

Children's safety is compromised. Staff do not understand their responsibilities with regard to safeguarding children. This has a significantly negative impact on children's welfare. Babies are not provided with a consistent key person to support them on the days they attend. This means that babies do not have the opportunity to build secure emotional attachments with a special person. Additionally, babies' care and learning experiences are not tailored to meet their individual needs. A number of casual cover staff are used within the setting to provide flexibility and help ensure ratios of adults to children are maintained. However, this means that children are cared for by a number of people who do not know them well. The environment is welcoming and well resourced. This helps to support children in making independent choices from a wide range of play resources. Children are generally well behaved, but on occasions young children struggle to focus their attention during group time. Staff in the room for children aged between two and three years do not adapt their practice to ensure that all children remain engaged and enjoy their learning. Older children form positive relationships with each other. They cooperate well together and display enthusiasm as they help to tidy toys and resources away in preparation for story time. Staff members in this room read stories using good levels of expression that capture children's interest and attention. All children enjoy freshly prepared, nutritious meals and snacks. Staff implement good hygiene procedures to ensure children's good health during mealtimes. All children are provided with ample opportunities to play and exercise outdoors. Children develop their balance, coordination and control. They challenge their abilities on climbing equipment with confidence. This helps to promote their physical well-being.

**Outcomes for children are inadequate**

Younger children do not make the progress expected for their age in their learning and development. This means that some children, including those who receive funding, do not achieve the good learning outcomes that they are capable of. They are at risk of falling behind other children in their learning and development. Older children demonstrate good memory recall skills, imagination and language skills as they accurately retell and act out familiar stories. Older children are interested and motivated in their learning. They are developing the skills they need and are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY331444
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1055143
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Abundant Life Centre
<b>Registered person unique reference number</b>	RP526139
<b>Date of previous inspection</b>	16 June 2016
<b>Telephone number</b>	01274 307233

Little Champions Day Care was registered in 2006. The setting employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round, except for a week at Christmas and bank holidays. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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