

Cuddly Koalas Pre-School

Seaton Road, Broughton Moor, MARYPORT, Cumbria, CA15 8ST



Inspection date	14 December 2016
Previous inspection date	12 December 2013

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 does not have robust systems in place to ensure that all committee members are vetted. They have not provided Ofsted with the necessary details of each committee member to allow them to carry out the required suitability checks. This poses a significant risk to children's safety and welfare.
- On occasions, during some group time activities, staff do not provide enough opportunities for younger children to be more actively involved.
- Staff do not yet use information from tracking specific groups of children's progress precisely enough in order to help them make the most rapid progress possible.

It has the following strengths

- The dedicated staff team shows a true commitment to providing high-quality learning to children. Inclusive evaluations and purposeful visits to other settings are used to enhance the areas of play that children have access to. This helps to create appealing environments that inspire children to play, learn and develop.
- Children are truly valued. Staff recognise the diversity of each child. They teach children that, 'We are all different, we are all special and we all learn in different ways'. This helps children to respect one another's uniqueness. Children's every achievement is celebrated well through effective systems, such as positive praise and the Wow wall.
- Staff are well qualified. Overall, they provide a good range of challenging and fun activities that takes account of children's current interests, skills and abilities. This contributes towards the good levels of progress that children make.

What the setting needs to do to improve further

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

Due Date

- | | |
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| ■ ensure that Ofsted is provided with the necessary information to enable them to carry out the required suitability checks for all committee members. | 28/12/2016 |
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To further improve the quality of the early years provision the provider should:

- strengthen the organisation of whole group time activities and provide more opportunities for younger children to be more actively involved
- analyse the information gathered from tracking groups of children's progress, particularly for those children who receive funding, and help them make the best possible progress.

Inspection activities

- The inspector had a tour of the pre-school.
- The inspector observed children during their freely chosen and routine activities.
- The inspector held discussions with the manager, the staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager during an adult-led activity.
- The inspector examined a range of documents. This included evidence of suitability, policies and procedures, health and safety documents, a record of staff qualifications and training and children's observation and assessment records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has failed to ensure that all committee members are vetted. They have not provided Ofsted with the necessary details of each committee member to allow them to carry out the required suitability checks. That said, all pre-school staff have a good understanding of child protection issues. They know the procedures to follow should they have any concerns about a child's welfare. Areas that children have access to are safe, secure and subject to regular risk assessment. Stringent accident analysis is used to minimise any potential hazards to help keep children safe. Effective systems, such as regular supervision meetings, help to monitor staff performance and readily identify any relevant training needs. Overall, tracking is used well to monitor that a broad range of challenging experiences is provided to promote children's learning.

Quality of teaching, learning and assessment is good

Observations and assessments of children's learning are accurate. The information from these is, overall, used well to build on what children already know. Staff have high expectations of children and, generally, support their learning well through consistently strong teaching. Children enjoy taking part in different festivals, such as Advent. They take a leading role when creating symbolic objects, such as a Christingle. Staff's good use of questions help children to reflect on their recent experiences and learning. This helps to extend their communication and language skills as they confidently talk through what each part represents. Children use tools for a purpose to help them develop good physical skills. They readily distinguish between the marks they make. Staff use effective strategies to engage parents in their children's learning, both within the setting and at home.

Personal development, behaviour and welfare are inadequate

The welfare of children is not wholly assured because the provider has not ensured that members of the committee have been thoroughly vetted. However, staff form strong attachments with children and are responsive to their needs. They use their good knowledge of what children enjoy, helping to foster their emotional well-being. They feel happy and assured on arrival. Children behave very well. Staff use a calm and sensitive approach when helping them to understand right from wrong. Children enjoy experiences, such as the wake up song and music and movement sessions, which contribute towards their good health. Good links are formed with schools that children move on to.

Outcomes for children are good

All children, including funded children, make good progress and are developing the skills to support them in their move on to school. Younger children explore with confidence and are keen to make their own independent choices during play. Older children confidently recognise the initial sounds in words. All children demonstrate good social skills and are keen to work together with others to achieve a common goal. They begin to adopt routines they will become more familiar with at school. For example, they take books home to read and gather up their coats and bags at home time.

Setting details

Unique reference number	317484
Local authority	Cumbria
Inspection number	1064077
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	53
Name of registered person	Cuddly Koalas Broughton Moor Pre-School Committee
Registered person unique reference number	RP909692
Date of previous inspection	12 December 2013
Telephone number	01900 815 029

Cuddly Koalas Pre-School was registered in 1987. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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