

Little Busy Bodies Pre School CIC

Stanville Primary School, Stanville Road, BIRMINGHAM, B26 3YN



Inspection date

10 March 2017

Previous inspection date

18 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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Leaders do not have a secure understanding of child protection procedures. The safeguarding policy does not include the correct procedure to follow in the event of an allegation being made against a member of staff.
- The manager has not implemented robust procedures to check the ongoing suitability of staff. Consequently, children are not adequately safeguarded.
- The quality of teaching is inconsistent. The manager does not monitor the quality of the educational programmes or staff performance well enough. Older children are not always sufficiently engaged or challenged. Weaknesses in teaching mean that not all children, including those who are in receipt of additional funding, are making at least good progress in their learning and development.

It has the following strengths

- Staff give children frequent praise and encouragement to support their self-esteem and confidence.
- Effective partnerships with parents have been established. Staff provide parents with regular updates about their child's care and learning. Parents are happy with the service provided.
- Staff promote children's physical development well. They provide adequate resources that help children to develop their small and large muscle skills.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure the safeguarding policy and procedures are in line with the guidance from the relevant Local Safeguarding Children Board and include an explanation of the action to be taken in the event of an allegation being made against a member of staff 	21/04/2017
<ul style="list-style-type: none"> ■ ensure that leaders and all staff have appropriate knowledge and understanding about safeguarding issues, with particular regard to what to do in the event of an allegation being made against a member of staff 	21/04/2017
<ul style="list-style-type: none"> ■ implement robust systems for checking disqualification requirements and ongoing staff suitability 	24/03/2017
<ul style="list-style-type: none"> ■ improve staff supervision and performance management; identify training needs and ensure staff have the skills and knowledge to provide children with good quality teaching and learning experiences 	21/04/2017
<ul style="list-style-type: none"> ■ identify where individuals or groups of children may have gaps in their learning and take appropriate action to address these. 	21/04/2017

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

- develop arrangements for reviewing the overall quality of the provision that focus on identifying weaknesses and driving improvement.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager, deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager has carried out some self-evaluation of the pre-school. However, key weaknesses have not been identified. Safeguarding is not effective. Too little focus has been placed on safeguarding policy and practice. The manager does not check ongoing staff suitability with regard to disqualification requirements. The procedures to follow if an allegation is made against a member of staff are not correct. Managers and staff do not have a secure understanding of what to do in such circumstances. However, staff are able to identify signs and symptoms of abuse, and know the procedures to follow if they have concerns about a child. Although the manager has a general overview of teaching practice within the nursery, systems to monitor staff practice are not yet robust enough to raise the quality of teaching and support children to make at least good progress. Most staff are qualified and the manager supports them to access some further training.

Quality of teaching, learning and assessment requires improvement

Staff generally provide activities that support all areas of children's learning. They routinely observe and assess children's progress. However, weaknesses in monitoring means that any gaps in learning are not identified or addressed quickly enough. Activities are not always well planned to motivate or fully engage older children. For example, at times, there are not enough resources for all children to take part in planned activities. Staff are kind and warm in their interactions with children. They play alongside them and use some suitable teaching strategies to promote learning. For example, they model language focused on colours and numbers as children play. Teaching is better in the Tweenie room. Staff working with younger children know them well. They have a good understanding of what children already know and what they need to learn next. Planned, purposeful play helps to extend younger children's learning. Effective links have been established with health and social care professionals. This enables staff to work well with other agencies to meet the individual needs of children who have special educational needs and/or disabilities.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding mean that children's safety and well-being cannot be assured. Nevertheless, children are happy and settled and they generally behave well. Children's good health is promoted sufficiently. Children have regular opportunities for fresh air and exercise and benefit from nutritious snacks and drinks.

Outcomes for children require improvement

Younger children make progress in their language development as they engage in simple conversations with staff. They begin to understand about simple mathematical concepts as they cut out shapes in dough. Older children do not receive sufficient support to fully extend their learning. Nevertheless, some skills are developing. For example, children develop early writing skills as they make marks using pencils or paint. Overall, children gain the basic skills to help prepare them for their future education.

Setting details

Unique reference number	EY415907
Local authority	Birmingham
Inspection number	1065593
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	51
Name of registered person	Little Busy Bodies CIC Pre-School CIC
Registered person unique reference number	RP906075
Date of previous inspection	18 December 2013
Telephone number	0121 464 2322

Little Busy Bodies Pre School CIC was registered in 2011. The pre-school employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds a level 2 qualification, one member of staff holds level 5 and one has a qualification at level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides a wrap-around service in conjunction with the school nursery. The pre-school provides funded early education for two-, three- and four-year-old children.

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