

Little Wrens At Milford

The Old Bank House, 5 High Street, Milford On Sea, Hampshire, SO41 0QF



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|--------------------------|----------------|
| Inspection date | 15 May 2017 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Recruitment and vetting procedures for staff are ineffective. The provider does not take steps to ensure that staff are suitable to work with children before they start working at the nursery. They do not ensure Disclosure and Barring Service checks are completed.
- The provider has not informed Ofsted about changes to the nursery manager.
- The provider does not ensure managers and staff receive a robust induction. She does not support and coach managers in their role effectively or tackle any underperformance.
- Staff do not work in partnership with other early years settings effectively enough to provide children with continuity of care and learning.
- The provider does not use self-evaluation effectively to identify and address weaknesses in the provision.

It has the following strengths

- Children are happy and settled. The new staff team works together effectively to meet children's individual needs and support them to make good developmental progress.
- Children are well behaved and develop good social skills. Staff help children to understand and manage their feelings and emotions, and to develop good self-confidence and friendships.
- Children develop a good understanding of the world. For example, during outings to the beach, children use nets to collect pebbles, feathers, shells and seaweed.

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"> ■ improve understanding of recruitment and vetting procedures to ensure staff are suitable to fulfil the requirements of their roles | 26/05/2017 |
| <ul style="list-style-type: none"> ■ ensure that a Disclosure and Barring Service check is obtained for all staff | 26/05/2017 |
| <ul style="list-style-type: none"> ■ ensure all staff are provided with an induction at the time of their employment to help them understand their roles and responsibilities | 30/06/2017 |
| <ul style="list-style-type: none"> ■ ensure managers are supported and coached to improve their personal effectiveness | 30/06/2017 |
| <ul style="list-style-type: none"> ■ develop partnership with other early years provision that children attend to ensure continuity in their care and learning. | 30/06/2017 |

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

- improve self-evaluation to identify and address weaknesses in practice and make continuous improvement to the provision.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector observed indoor and outdoor activities, and completed a joint observation with the nursery manager.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at documentation.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider does not understand the statutory requirements for vetting new staff. There have been numerous staff changes since the nursery registered last year and the provider has not ensured staff have a Disclosure and Barring Service check completed by the organisation. This compromises children's safety. The provider has not informed Ofsted that a new manager has been appointed. The roles of the provider and the manager are not clearly defined. The new manager is not supported and coached in her role effectively, for example, to help her induct other new staff. Nevertheless, staff understand and follow child protection policies and procedures effectively. They inform parents about activities and of any accidents. Staff carry out risk assessments to ensure play equipment is safe for the age of the children and keep a record of children's attendance. The new, well-qualified staff team continually improves the quality of children's learning and development, and works well with the local authority. However, leaders do not use self-evaluation to identify and address weaknesses in the provision. They do not make sure that effective partnerships with other providers are established to enable a shared approach to children's learning.

Quality of teaching, learning and assessment is good

Staff know the children well. A key-person buddy system has recently been put in place. This helps to provide consistency in supporting and monitoring children's development and emotional well-being. Staff observe, assess, extend and challenge children's development effectively, including children who speak English as an additional language. Staff encourage children to listen to others and explain that it will help them to learn new things. Children learn about how things change, for example, while making bread. They develop control of their movements, dancing to music from different cultural backgrounds.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not assured. Nevertheless, children are motivated in their play. For example, they play energetically outdoors and enjoy mixing mud and water in an outdoor play kitchen. Staff are positive role models. They give children time to concentrate and achieve things for themselves, such as putting on their coats and waterproof boots before they play outdoors. Staff support children's good health. For example, they provide healthy breakfast and teatime meals that take account of children's individual dietary needs.

Outcomes for children are good

Children develop the key skills they need for starting school. Older children are beginning to write their names. They can recognise familiar words, such as 'bang', on props staff use during story times. Children listen attentively to stories, point to the pictures and use a wide range of vocabulary to tell staff what they see.

Setting details

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| Unique reference number | EY535563 |
| Local authority | Hampshire |
| Inspection number | 1098297 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 1 - 4 |
| Total number of places | 30 |
| Number of children on roll | 32 |
| Name of registered person | Sarah Jane Renyard |
| Registered person unique reference number | RP903013 |
| Date of previous inspection | Not applicable |
| Telephone number | 07885252175 |

Little Wrens At Milford registered in 2016. The nursery is open Monday to Friday from 8am to 6pm, for 50 weeks a year. There are nine staff employed to work with the children; of whom, five hold appropriate childcare qualifications at level 3 or above. The nursery receives funding to provide free early education to children aged two, three and four years.

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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