

Leaps & Bounds Preschool

Chapel Gatehouse, Oat Street, Evesham, Worcestershire, WR11 4PT



Inspection date

19 May 2017

Previous inspection date

16 April 2015

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

- Managers are not alert to all child protection issues. They are not able to identify, understand and respond appropriately to some different signs of possible abuse and neglect. This potentially puts children at risk of harm.
- Staff do not make the most precise assessments of children's learning. They do not consistently plan suitably challenging and enjoyable activities and experiences for all children. Children do not progress as well as possible.
- The performance management arrangements for staff require improvement. Staff are not supported well enough to effectively fulfil their teaching roles. Children do not consistently benefit from good quality learning experiences.
- Staff's initial observations of children's development are not well informed by what parents know their children can do. Staff do not encourage parents to share as much information as possible when children first start.
- Managers do not carefully monitor the quality of teaching, learning and safeguarding within the setting. They have failed to take effective action to address all weaknesses, in order to continually improve.

It has the following strengths

- Children are happy and enjoy attending. Staff are kind, caring and friendly. The environment is bright and welcoming. A range of toys, resources and equipment is accessible indoors and outside.

What the setting needs to do to improve further

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

	Due Date
■ ensure managers are alert to all child protection issues so that they are able to identify, understand and respond appropriately to different signs of possible abuse and neglect	25/05/2017
■ make more precise assessments of children's learning and use the information obtained to consistently plan suitably challenging and enjoyable activities and experiences for all children	21/07/2017
■ improve the performance management arrangements for staff and support them to effectively fulfil their teaching roles.	21/07/2017

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

- encourage parents to share more information about children's learning so far when they first start, in order to help staff gain a better understanding of children's development from the outset
- monitor carefully the quality of teaching, learning and safeguarding within the setting and take effective action to address any weaknesses, in order to continually improve.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the managers of the pre-school.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and records.
- The inspector checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Managers do not fully understand current safeguarding legislation and government guidance. They are not alert to all reasons to suspect neglect or abuse outside the setting. This specially refers to monitoring children's attendance and any injuries that occur elsewhere. This does not help to keep children safe from different types of harm. The professional development opportunities available to staff are not focused well enough on improving their teaching skills. Nevertheless, most staff are well qualified and benefit from basic first aid, food hygiene and safeguarding training. This has a positive impact on some of the care practices children receive. Managers do not carefully oversee the quality of the setting. Although they have a pre-school development plan, they do not make the most effective use of it to help achieve and maintain good standards overall.

Quality of teaching, learning and assessment requires improvement

The quality of teaching varies. Staff do not always assess children learning accurately. Staff do not consistently plan activities and experiences for all children that take account of their interests, needs and development so far. Children are not always motivated to learn. They do not benefit from the targeted challenges they require to continually progress well. Staff do not always develop highly successful relationships with parents from the outset. They do not consistently encourage all parents to share as much information as possible about children's development so far when children initially start. Nevertheless, over time, staff get to know children fairly well. A range of activities and experiences generally promotes different aspects of children's learning. For example, all children enjoy creative and imaginative experiences. Younger children engage in simple pretend play, such as cooking dinner. They play with small-world vehicles, including cars and trains, and make models out of playdough. Older children enjoy more complex role play, such as going to the flower shop, painting with fruit and creating stories around small-world people and houses. Staff generally interact with children warmly; they talk to them and ask some questions about what they are doing.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding practice mean that children's welfare cannot be assured. Some aspects of children's physical well-being are adequately promoted. Staff teach children about the importance of living a healthy lifestyle. They talk to children about the benefits of eating well and help them to take part in planting and growing activities. Staff encourage exercise. Children enjoy climbing the steps up to the slide and sliding down outside. Staff also ensure children adopt good hygiene routines. Children's similarities and differences are celebrated and valued. Staff promote acceptance, tolerance and respect. Children generally behave well. They listen to staff, help their teachers and adhere to the behaviour boundaries set.

Outcomes for children require improvement

Children do not yet progress as well as possible. They are not supported well enough to become highly successful learners. Nevertheless, children requiring additional support

benefit from the basic help they need. All children acquire the basic skills they need to move on to school. They are confident and independent. Children learn to communicate well. They can express their needs, interests and wants in different ways. Some children enjoy singing familiar songs and reading stories with their teachers. Children also learn to socialise with their peers. They have special friendships and can extend play in groups. Older children are developing basic literacy and mathematical skills. They enjoy drawing and are learning to write their own names. Children can count up to 10 and sort different objects, such as animals, into groups.

Setting details

Unique reference number	EY425923
Local authority	Worcestershire
Inspection number	1094780
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	25
Number of children on roll	46
Name of registered person	Sally Ann Powell and Lorraine Elizabeth Leahy Partnership
Registered person unique reference number	RP530555
Date of previous inspection	16 April 2015
Telephone number	07714 308 169

Leaps & Bounds Preschool was registered in 2011. The pre-school employs five members of childcare staff. They all hold appropriate early years qualifications at level 3. The pre-school operates term-time only. Sessions are available Monday to Friday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school provides support for children who have special educational needs and/or disabilities and those who speak English as an additional language.

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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