

# Lyn's Little Ones Preschool

78 Union Street, Wallasey, CH44 0BW



<b>Inspection date</b>	24 August 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
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

- The provider has failed to notify Ofsted of the manager's extended absence and about changes to the hours during which childcare is provided. The provider does not evaluate the provision effectively.
- The provider does not ensure that there is a named deputy capable of managing the pre-school when the manager is absent. The provider does not record relevant information about the vetting processes for new practitioners.
- Some children do not have a key person and children's needs are not met well enough.
- The manager does not give practitioners the support and training they need to improve their professional skills, knowledge and effectiveness.
- Practitioners' understanding of the learning and development requirements is weak. They do not focus precisely enough on what children need to learn next.
- Practitioners in the holiday club do not make the most of opportunities to promote children's understanding of the importance of making healthy choices when they eat.

### It has the following strengths

- Parents say they feel well informed about children's daily care and well-being.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure there is a named deputy who is capable and qualified to take charge in the manager's absence	07/09/2017
■ ensure that information about practitioners' identity checks and vetting processes that have been completed is recorded	07/09/2017
■ implement an effective key-person system to tailor each child's care to meet their individual needs	07/09/2017
■ put in place appropriate arrangements for the supervision of staff, providing support, coaching and training that improves the quality of teaching and promotes children's well-being	07/09/2017
■ improve practitioners' knowledge and understanding of the learning and development requirements	21/09/2017
■ use information gained from the observations made of children's learning to plan challenging activities that promote children's good progress.	21/09/2017

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

- strengthen techniques for helping children to understand how to stay healthy.

### Inspection activities

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

**Inspector**  
Susan King

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Breaches to the requirements of the early years foundation stage compromise children's welfare. The provider has not informed Ofsted about the manager's long-term leave and has not identified and trained a deputy to take charge in her absence. The provider has not informed Ofsted of changes to the hours when childcare is provided. The manager does not record information about the vetting of new practitioners. She does not ensure that the well-qualified practitioners receive ongoing supervision and training. Consequently, they do not develop the skills to promote children's progress effectively, and children's outcomes do not improve. However, the manager trains practitioners to implement procedures for child protection. They know what they must do if they consider a child may be at risk of abuse or neglect.

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

The quality of teaching is poor. Practitioners make assessments of children's achievements but do not use this information well enough when they plan activities. For example, practitioners do not take account of their observations of individual children's physical development when they plan and teach the same early writing activity to every child. The activity is not matched well enough to what children know and can do. Some children cannot complete the task and others find it too easy. Consequently, children are not challenged appropriately and do not make good progress.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a negative impact on children's welfare. The manager does not make sure that every child has a named key person when rooms, teams and groups are changed. Consequently, information about children is not shared effectively enough to ensure their care and well-being. Practitioners demonstrate poor understanding of how children learn when they plan the programme of activities. Consequently, children do not have enough opportunities to lead their own play. This prevents children from driving their own learning and hinders their social, physical and communication development. Children in the holiday club have good opportunities to be active in the fresh air. However, practitioners sometimes miss opportunities to teach children the importance of eating a healthy, balanced diet.

### Outcomes for children are inadequate

Children do not make good enough progress because of weaknesses in the quality of teaching. They do not acquire all of the key skills that prepare them well to start school. Activities generally lack challenge and do not help children to become self-motivated and confident learners. However, children know that they must wash their hands before they eat. They use numbers and count during daily routines.

## Setting details

<b>Unique reference number</b>	EY482487
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1008290
<b>Type of provision</b>	Sessional 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>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Danny So Limited
<b>Registered person unique reference number</b>	RP534037
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01516391710

Lyn's Little Ones Preschool registered in 2015. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one staff member holds a qualification at level 2. One member of staff holds early years teacher status and one holds early years professional status. The pre-school opens from Monday to Friday, all year round and provides out-of-school and holiday care. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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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