

# Little Poppets Nursery Ltd

388 Coleman Road, Leicester, Leicestershire, LE5 4EF



## Inspection date

15 February 2018

Previous inspection date

4 February 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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Leaders do not implement effective procedures to ensure staff's ongoing suitability and do not understand the disqualification requirements. There are insufficient qualified staff and staff are not deployed effectively to ensure children's safety and well-being.
- Leaders have a poor knowledge of the safeguarding requirements and fail to train staff to understand the child protection procedures. They do not ensure that the setting's mobile phone policy is consistently implemented. Children's welfare is not promoted.
- Leaders and staff are unaware of the 'Prevent' duty guidance and the action they must take should they have concerns about children's safety and welfare.
- Staff do not hold a full paediatric first-aid qualification to meet the requirements.
- Staff do not use appropriate strategies to help children to learn how to behave well.
- The key-person system does not effectively promote strong relationships with parents and children.
- Supervision procedures and monitoring of staff practice is ineffective. Staff are not helped to improve the quality of teaching, complete precise assessments and to plan effectively to meet children's needs and interests. Outcomes for children are poor.

### It has the following strengths

- The playrooms are welcoming and spacious with suitable resources for children to use.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

#### Due Date

- |  |            |
|--|------------|
| ■ implement effective systems to ensure staff's ongoing suitability, with particular regard to ensuring that staff understand their responsibility to disclose any information which could affect their suitability to work with children                          | 09/03/2018 |
| ■ develop knowledge and understanding of the disqualification requirements and implement policies so that staff understand their responsibilities, and have opportunities, to declare any relevant information concerning themselves or members of their household | 09/03/2018 |
| ■ ensure all adults working with children have a secure understanding of safeguarding policy and procedures, to enable them to identify signs and symptoms of abuse and to refer concerns in a timely and appropriate way  | 09/03/2018 |
| ■ ensure that all adults working with children gain an understanding of the 'Prevent duty guidance for England and Wales 2015'   | 09/03/2018 |
| ■ ensure that the mobile phone and camera policy is understood and consistently implemented to promote children's welfare  | 09/03/2018 |
| ■ ensure that at least half of the staff, other than the manager, hold at least a full and relevant level 2 qualification  | 09/03/2018 |
| ■ ensure that staff are deployed effectively to meet children's needs at all times   | 09/03/2018 |
| ■ ensure that there is at least one person on the premises and available at all times, who has completed a full paediatric first aid course lasting a minimum of 12 hours, as specified in Annex A of the Statutory Framework for the Early Years Foundation Stage | 09/03/2018 |
| ■ improve behaviour management strategies and provide children with clear messages of what is expected of them, to contribute to a positive learning environment   | 09/03/2018 |
| ■ ensure that there is an effective key-person system to provide a settled relationship with the child and tailor care to their individual needs and so that parents are kept well informed about their child's learning and progress                              | 09/03/2018 |
| ■ implement effective arrangements for the supervision and support of staff to improve practice and to ensure that they meet the needs of the children at all times.   | 09/03/2018 |

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

	<b>Due Date</b>
■ ensure that staff make regular and precise assessments of children's learning and use this information to plan suitably challenging activities that help all children make good progress	09/03/2018
■ ensure the quality of teaching is effectively monitored and take action to raise the overall quality, promoting children's interests and ensuring they make at least good progress in their learning.	09/03/2018

**Inspection activities**

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**

Claire Muddimer

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. Leaders have not implemented appropriate procedures to check staff's ongoing suitability and have a poor understanding of the disqualification requirements. For example, they do not understand their responsibility for ensuring that staff know that they are expected to disclose any changes to their own suitability or other individuals that they are associated with. Leaders and staff have a weak understanding of the child protection procedures. For instance, their knowledge of the possible indicators that a child may be at risk of harm and their duty to report this is poor. Moreover, they do not have a clear understanding of what action to take should they have a concern about a child's safety and welfare. The nursery's mobile phone procedures are not consistently implemented. For example, older children are able to have unsupervised access to their mobile phones in group rooms alongside younger children. Leaders have failed to keep themselves and staff up to date with wider safeguarding issues, such as the 'Prevent' duty guidance. These breaches of the legal requirements have a significant impact on children's safety and welfare. The number of qualified staff working at the setting does not meet the requirements. In addition, staff are not deployed effectively to consistently meet children's care and learning needs. For example, at lunch time, although ratios were met overall, only two members of staff were available to support eight young children in the baby room. Leaders do not offer an effective programme of support, training and coaching for staff. They do not swiftly identify and tackle underperformance, such as in the quality of teaching. Furthermore, although staff have completed some first aid training, they have not completed a full paediatric course, lasting a minimum of 12 hours, as required. Leaders do not monitor the quality of the provision effectively to identify weaknesses and to bring about improvement. Nonetheless, parents comment positively about the welcoming environment and staff group.

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

The overall quality of teaching is poor. Staff do not make regular, precise assessments of what individual children know, can do and enjoy. Activities are not planned or matched to individual children's next steps in learning. Staff's observations and assessments of children's progress are not effectively monitored by the managers. As a result, children do not receive timely, targeted and appropriate support to help them make enough progress in their learning. Staff sit alongside children as they play. However, their communication with them is limited and they are unsure about how to tailor and extend activities to help children make good progress. That said, children have access to a range of suitable toys, resources and equipment indoors and outdoors. Young children explore sand and practise their physical skills as they use spades to fill buckets. Older children learn how to hold scissors and cut paper during art and craft activities.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management and safeguarding procedures mean that children's welfare and safety cannot be guaranteed. The key-person system has not been effectively implemented. Staff gather limited information from parents when children first

start. This means that they do not have a good enough knowledge of children's individual needs. For example, some staff do not know children's home language. Consequently, they are unable to take this information into account when helping children to settle and to establish positive relationships. Key persons do not support parents effectively to be part of their child's ongoing learning. The quality of feedback they receive is poor and does not help them to support their child's learning at home. Staff do not have high enough expectations of children's behaviour. They do not tailor their approach to help young children to develop an understanding of boundaries and expectations. They frequently say, 'no' and miss opportunities to promote good behaviour through praise, encouragement and celebration of children's achievements. For example, instead of helping young children to learn how to dig with spades safely, they remove them instantly without explanation. Staff encourage children to follow appropriate personal hygiene routines, such as washing their hands before eating and after using the toilet.

### **Outcomes for children are inadequate**

Weaknesses in the quality of teaching have a negative impact on the progress children make. Children are not sufficiently challenged according to their individual needs and not enough of them make the expected levels of progress. Older children are not equipped with the skills needed for their move on to school. That said, children enjoy using the resources on offer and playing alongside others. Older children show some interest in letters and the sounds they represent and begin to recognise the initial letters of their name.

## Setting details

<b>Unique reference number</b>	226975
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1090214
<b>Type of provision</b>	Full-time 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>	0 - 10
<b>Total number of places</b>	74
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Little Poppets Nurseries Limited
<b>Registered person unique reference number</b>	RP535467
<b>Date of previous inspection</b>	4 February 2015
<b>Telephone number</b>	0116 2434209

Little Poppets Nursery Ltd registered in 1994. The nursery employs 10 members of staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6pm.

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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