

Warblington Daycare-Syrch



Southleigh Youth Recreational Community Centre, Lutman Street, Emsworth, Hampshire, PO10 7XQ

Inspection date 22 February 2018
Previous inspection date Not applicable

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

- Teaching is ineffective. Staff do not identify and plan for children's individual learning needs or provide activities that offer the correct level of challenge. For example, at times, children are expected to manage tasks themselves and other, simpler, tasks are completed by staff. Children are not inspired to learn and do not make good progress.
- The systems for staff supervision are poor. Managers identify staff underperformance but do not take effective action to support individual staff to improve their skills.
- The key-person system is not effective. Children do not make strong attachments to their key person, and their emotional needs are not met.
- Staff deployment is not effective. Staff do not work effectively together as a team to support children's learning and development.
- Systems of self-evaluation and reflection are weak. They do not effectively identify areas of weakness or areas for improvement.
- The setting does not build good working relationships with staff at other settings children attend.

It has the following strengths

- Children enjoy spending time with their friends.

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 that children are offered a high-quality, broad and interesting educational programme that offers a good level of challenge and reflects their interests	16/04/2018
■ improve support and coaching for staff to raise the quality of teaching and increase their skills and knowledge, including how to manage behaviour	16/04/2018
■ improve the effectiveness of the key-person system so that all children have the opportunity to form strong relationships with their key person and have their emotional needs met	23/03/2018
■ improve staff deployment so that children's individual care needs are met at all times.	23/03/2018

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

- improve systems of evaluation and reflection to help identify weaker areas of practice and make ongoing plans for improvement
- develop ways to build stronger relationships with staff at other settings children attend to help ensure continuity in teaching and care.

Inspection activities

- The inspector observed, listened to and spoke to staff and children as they played indoors and outdoors during the inspection.
- The inspector completed joint observations with one of the managers. Together they discussed how staff training and performance contributed to children's learning and development.
- The inspector held meetings with the owner and managers to discuss the vision for the future of the setting and raising children's outcomes.
- The inspector spoke to parents available on the day of inspection and took note of parents' written views.
- The inspector sampled documentation, including staff suitability checks and children's records.

Inspector

Emma Dean

Inspection findings

Effectiveness of the leadership and management is inadequate

Staff supervision is ineffective. Managers identify staff weaknesses but fail to implement any effective coaching and training to make a positive impact on staff performance. At times, staff practice is very poor, although staff recruitment is robust and new staff follow a thorough induction programme. Staffing ratios are met, but staff deployment is not effective in meeting the needs of children. The staff team does not work effectively together. For example, staff tidy up and cook meals rather than spend time interacting with children. Safeguarding is effective. The owner and managers ensure all staff are knowledgeable about child protection and the procedures to follow if they have any concerns. Links with other settings and professionals are not well established, which does not support continuity for children's care and learning. Parents say they are happy with the care their children receive. Staff and parents' views are considered when the manager evaluates the setting. However, this process is not effective in identifying weaker areas.

Quality of teaching, learning and assessment is inadequate

Teaching does not meet individual children's needs or help them to make progress in their learning and development. Staff do not have the skills or knowledge to be able to support children well. They plan activities that lack challenge and fail to motivate or engage children. For example, a Chinese New Year colouring activity was overly directive and children wandered away quickly. Children do not engage in purposeful play. Younger children, for example, who are newer to the setting drift about and do not receive positive interactions from staff. Older children spend excessive amounts of time on the tablet computers and do not access many other activities in the setting. Staff accurately monitor the progress individual children make but the manager does not support them to target teaching to ensure that all make suitable progress. Children who have identified gaps in their learning and development have some support, such as small-group or one-to-one activities. Poor quality of teaching means that this support has very little impact on closing gaps in children's learning and development.

Personal development, behaviour and welfare are inadequate

The learning environment is attractively laid out, but many activities and resources do not interest children. They quickly become bored and, at times, their behaviour is rowdy and uncontrollable. For example, staff shout above the high noise levels to ask children to stop running around aimlessly indoors. Staff are not good role models for children and do not support their emotional welfare. At times, for instance, children do not have any meaningful contact with their key person for the duration of a session. Younger children sometimes become tearful and unengaged. Children have the opportunity to enjoy a hot cooked meal and healthy snacks at the setting. They enjoy playing outdoors and exploring the local area, such as going on nature walks to watch the seasons change.

Outcomes for children are inadequate

Children do not learn the independence skills they need to be ready to move on to school. For example, children find their coats before going outdoors, but wait in a line to have them put on and done up. Poor teaching has a negative effect on children's outcomes and

they do not make the progress of which they are capable. Not enough children are working within the range of expected development before they move on to school. For example, children do not develop thinking or problem-solving skills as they do not have the opportunity when taking part in adult-led activities. Children enjoy playing with their friends and develop some social skills.

Setting details

Unique reference number	EY498398
Local authority	Hampshire
Inspection number	1037341
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	31
Name of registered person	Mandy Farmer
Registered person unique reference number	RP513644
Date of previous inspection	Not applicable
Telephone number	07870634805

Warblington Daycare-Syrch registered in 2016. The setting provides care from 8.30am to 4pm from Monday to Friday during school term time only. The setting receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff, including the owner, five of whom are suitably qualified to at least level 3.

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