

Busy Bodies Pre-School

St. Peters Church Halls, Aldborough Road North, Ilford, Essex, IG2 7SY



Inspection date

6 March 2018

Previous inspection date

15 October 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

- There are significant safeguarding risks to children. Not all staff have a secure knowledge and understanding of safeguarding policies and procedures. Risk assessments do not ensure that areas where children play are safe, both indoors and outdoors.
- The owner/manager does not ensure that all those working with children have a sufficient understanding and use of English to consistently promote the well-being, care and learning of children.
- The owner/manager is not effective in how she supports, coaches and trains her staff to ensure the quality of teaching is of a high standard.
- Some staff do not make the best use of learning opportunities to help children make good progress. They do not always challenge, extend and enhance children's development. At times, their interaction with children is poor.

It has the following strengths

- Children who require extra help are supported well. Their key person understands the importance of their role and responsibility to provide appropriate learning opportunities to support their progress and meet their care needs.
- Parents spoken to on the day of the inspection state that their children are happy, settled and enjoy coming to the setting.

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:

	Due Date
<ul style="list-style-type: none"> ■ ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis and take swift action to minimise risks and hazards to children 	08/03/2018
<ul style="list-style-type: none"> ■ train all staff to understand the safeguarding policy and procedures so that they know how to identify possible signs that a child may be at risk of harm and how to report such concerns 	07/04/2018
<ul style="list-style-type: none"> ■ ensure that anyone who works with children has a sufficient understanding of English to support children's well-being, care and learning 	07/04/2018
<ul style="list-style-type: none"> ■ implement appropriate systems for the supervision of staff which identify and address staff's need for support, coaching and training in order to promote the interests of children and to strengthen and improve the quality of teaching 	07/04/2018
<ul style="list-style-type: none"> ■ raise the quality of teaching and staff's interactions with children, and consistently plan challenging and enjoyable learning experiences that take full account of each child's individual needs and interests, to promote good progress in their learning and development. 	07/04/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed several joint observations and held discussions throughout the inspection with the pre-school owner/manager and her deputy manager.
- The inspector held a meeting with the pre-school owner/manager. She looked at relevant documentation and evidence of the suitability of staff and also of the qualifications of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Not all staff have a secure understanding of their role and responsibility to protect children. Some staff are not familiar with the policies and procedures to follow should they have a concern about a child in their care. The owner/manager and her staff team do not undertake robust risk assessments to ensure the premises are safe. For example, the radiators are extremely hot and guards are not secured to the wall to prevent children from touching them. Also, staff have not ensured that all drain covers outdoors are in place to cover deep holes. This creates the potential for children to hurt themselves. Not all staff have a sufficient understanding and use of English to ensure children's well-being, care and learning is effectively maintained. The owner/manager has established some priorities for improvement, but has failed to identify many of the weaknesses in the pre-school's provision. The monitoring and evaluation of practice is poor. Professional development needs, to advance knowledge, skills and the quality of teaching have not been identified for the staff team. Partnerships with other early years professionals work well to support children who need additional support.

Quality of teaching, learning and assessment is inadequate

Staff are well qualified. However, this does not have an overall positive impact on the quality of teaching which is poor. Staff do not engage with the children to encourage them to share what they know and can do. At times, their interaction with children is minimal. Children's communication and language development is not supported. For example, during snack time, staff use very little language to engage children in conversation. Most staff use their observations and assessments of children's play to provide activities that they know children are interested in, and they praise children on their achievements. However, staff miss many opportunities to challenge and extend children's learning, for example, when they explore with compost, buckets and spades outdoors. Children who have special educational needs receive one-to-one support and good levels of engagement to aid their development.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding and teaching have a significant impact on children's overall safety, welfare and personal development. However, children do benefit from fresh air and exercise. For example, they enjoy kicking balls and rolling them down plastic guttering. This helps to develop their physical skills. Children make friends and initiate their own ring games. They hold hands and sing their favourite rhymes together to help develop their social skills. Overall, children behave well and have secure attachments to their key person.

Outcomes for children are inadequate

Most children do not make sufficient progress and are not challenged effectively in their learning. However, some children, such as those who require extra support are acquiring skills which help to prepare them for the next stage in their learning and for their eventual move on to school. Some children are happy to explore by themselves, indoors and outdoors.

Setting details

Unique reference number	EY274544
Local authority	Redbridge
Inspection number	1125595
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	63
Name of registered person	Jean Ann Smith
Registered person unique reference number	RP514257
Date of previous inspection	15 October 2015
Telephone number	0780 352 7480

Busy Bodies Pre-School registered in 2003. The pre-school employs 10 members of childcare staff. Of these, nine hold relevant early years qualifications between levels 2 and 4. The pre-school opens Monday to Friday, during term time only. Sessions are from 9.15am until 12.15pm on Monday and from 9.15am until 3pm Tuesday to Friday. The nursery 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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