

# Bizzkidz Ashford

St Matthews Church Hall, Muncaster Close, Ashford, Surrey, TW15 2EE



## Inspection date

5 March 2018

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

- Staff do not supervise children effectively at all times to minimise the risk of accidents and incidents. They are not deployed well to meet children's individual needs and do not risk assess activities effectively.
- Staff do not manage children's behaviour effectively which causes incidents that present a risk to children's health and safety.
- The pre-school owner does not train and coach staff effectively. The organisation and management of the pre-school and the quality of teaching practice is poor. Overall, children do not make good progress.
- Children who are learning English as an additional language are not fully included or supported to develop good social skills and reach a good standard of English. Staff do not work well with parents to promote continuity in children's care and learning.
- The pre-school owner and manager do not monitor staff teaching practice well enough. They do not ensure staff make the best use of observation and assessment to challenge and engage children in purposeful play. Gaps in some children's development are not always identified and responded to.
- Self-evaluation is not used effectively to improve the overall quality of the pre-school.

### It has the following strengths

- Staff form close caring relationships with children and support them to settle into the pre-school.

## 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 staff supervise children effectively at all times to minimise the risk of accidents and incidents and keep children safe	05/04/2018
■ ensure staff are deployed well to meet all children's individual care and learning needs	05/04/2018
■ ensure staff help children to learn behavioural expectations and how to keep themselves and others safe	05/04/2018
■ ensure all staff are trained, coached and supported to continually improve their professional development and teaching practice to meet children's individual needs and ensure they all make good progress	05/04/2018
■ improve partnership with parents to promote continuity in children's care and learning	05/04/2018
■ improve the monitoring of teaching practice and assessment to ensure that all children are included, enjoy purposeful challenging play and any gaps in their development are identified and responded to.	05/04/2018

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

- improve self-evaluation to continually improve the overall quality of the provision and outcomes for children.

## **Inspection activities**

- This inspection was carried out as a result of a risk assessment, following information Ofsted received about this provider.
- The inspector talked with children, parents, staff and leaders and managers.
- The inspector sampled documentation.
- The inspector completed a joint observation with the pre-school owner.
- The inspector discussed self-evaluation.

## **Inspector**

Catherine Greenwood

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. There are significant weaknesses in leadership and management that impact on children's safety, well-being and learning and development. The manager does not currently have the skills to manage the provision effectively. Leaders do not evaluate the quality of the pre-school effectively. The owner does not train and coach staff well enough to improve their professional development and teaching practice. The deputy manager, who is also the special educational needs coordinator, seeks early intervention for children. However, partnership with parents is ineffective in meeting all children's individual needs. Staff do not supervise children effectively at all times to keep them safe. They base themselves at activities and do not always observe and respond to children's challenging behaviour. For example, at inspection a group of boys continually ran around pushing each other, and other children over. In addition, children were pushed over on the obstacle course when staff were not there supervising its use. Nevertheless, ratios are met and the premises are secure. There are sufficient staff holding a valid first-aid certificate. They follow the accident procedures and there is a complete first-aid kit available for them to use. Staff understand child protection procedures and keep their knowledge up to date. They keep their phones in a locked box when children are present and know what to do, and where to refer to, if they have concerns for a child's welfare.

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

Most children do not make good progress from their starting points. Staff do not develop the skills to support children to play purposefully. Staff assess children's progress. However, leaders and managers do not check the accuracy of assessments or monitor how staff use this information to reduce any gaps in children's learning and development. The quality of teaching practice is poor. Staff do not provide children with good challenge to support them to make the best possible progress. The pre-school owner and manager do not monitor teaching practice effectively. They are not aware that staff do not regularly engage or communicate with some children, including children learning English as an additional language. Staff are not effectively deployed to meet children's learning needs.

### **Personal development, behaviour and welfare are inadequate**

Staff do not risk assess and respond to children's challenging behaviour effectively. They do not support children to understand how to cooperate and behave appropriately for their own and others safety. For example, three children push one child along in a wheeled car and tip it over. The child cannot get out and remains lying on the ground for a while before staff notice and help him. Staff do not find out why it happens or reinforce to children how to use the resources in a safe way. The key-person system is ineffective. Staff are not positive role models. They do not adapt activities to support the inclusion of younger children, or children who are learning English as an additional language. For instance, during group discussions, these children do not learn to focus their attention and quickly lose interest. Some children who are learning English as an additional language do not develop good confidence or social skills. They spend most of the time playing on their own with the same resources. Management and staff do provide play equipment that is

safe and age appropriate. Staff form close relationships with children and help them to settle.

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

Children do not develop the skills they need for starting school, including children learning English as an additional language. All children's health, safety and progress is compromised by the challenging behavior of some children. The learning environment is chaotic and does not support children to make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY498135
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1126062
<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 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Shabnam Hussain
<b>Registered person unique reference number</b>	RP905392
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07966156636

Bizzkidz Ashford registered in 2015. It is located in Ashford, Surrey. It is open Monday to Friday, from 9am to midday, during term time. There are six staff, of whom five hold appropriate childcare qualifications at level 3. The setting receives funding to provide free early education to children aged two, three and four years.

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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