

Busy Fingers Pre-School

Main Street, Little Downham, ELY, Cambridgeshire, CB6 2ST



Inspection date

10 May 2018

Previous inspection date

21 November 2014

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

- Leadership and management of the pre-school are weak. There has been a significant decline in the quality of provision. The provider is unaware of their responsibilities to monitor provision and ensure legal requirements are met. The provider has not informed Ofsted of changes in the leadership and management of the pre-school.
- Despite being on the committee for a significant length of time and in senior roles, some committee members have not provided Ofsted with the required information for checks to be completed to assess their suitability.
- The manager does not effectively manage staff's performance. While she identifies some weaknesses in teaching, she has not addressed the issues directly with staff. She has not provided them with appropriate support to secure continued improvement.
- The key-person system is ineffective. Key persons do not secure continuity in children's learning, such as when staff are absent from the pre-school. Other staff do not know how to build on children's prior learning to continue their development.
- Planning for children's learning is weak. Staff do not plan targeted learning opportunities to address weaker areas of children's development. Some children make slow progress.
- Staff do not take reasonable steps to support those children who speak English as an additional language, to develop and use their home language in play and learning.

It has the following strengths

- Children enjoy playing alongside each other and they develop suitable social skills.

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
■ gain a secure knowledge and understanding of the registered body's roles and responsibilities to ensure all legal requirements are met, including notifying Ofsted of any changes in the leadership or management of the pre-school	24/07/2018
■ provide Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee	24/07/2018
■ implement appropriate arrangements for the support, coaching and training of staff, to secure continued improvement in staff's practice and to embed their understanding of how to promote children's learning	24/07/2018
■ implement an effective key-person system to establish continuity in children's learning and to ensure that provision is tailored to their individual needs at all times	24/07/2018
■ ensure appropriate plans are in place so that each child experiences enjoyable and challenging opportunities in all areas of learning and that plans are targeted to children's individual needs and stage of development	24/07/2018
■ provide opportunities for those children who speak English as an additional language to develop and use their home language in play and learning, to support their language development at home.	24/07/2018

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Some members of the management committee have failed to provide Ofsted with the required information to ensure checks are completed to confirm their suitability. These members have significant responsibility for recruiting staff, including the appointment of the manager. In addition, they act as a named person for staff to report any safeguarding concerns they have about other staff in the pre-school. Some committee members do not have Disclosure and Barring Service checks. This has a significant impact on the safety and welfare of children. The management committee has failed to inform Ofsted of a change of manager and of changes to registered individuals. The new manager has made various changes since her appointment and has plans for further improvement. However, the changes she has made have not yet had a sufficient impact on the quality of the provision. The manager has recently implemented a new system of supervision and support for staff. This has not yet had a positive impact on raising the quality of teaching. The manager has identified some weaknesses in teaching and she has begun to address these. However, some staff are reluctant to take on board new ideas to help them to improve.

Quality of teaching, learning and assessment is inadequate

Children often do not engage in purposeful play and learning. Staff's poor planning of activities provides little opportunity to challenge children or extend their learning. Children fail to engage and lack motivation to learn. Children decorate biscuits with icing and quickly leave without any meaningful learning taking place. Staff miss opportunities to extend learning during free play and, instead, some staff sit with children and have little interaction with them. Staff complete assessments of children's learning, however, they do not plan for how they will address evident gaps in learning. Staff do not support those children who speak English as an additional language to make good progress. They do not give children the opportunity to hear or use their home language in their play. In addition, when their key person is absent, other staff are unaware of any interventions needed. Staff sometimes successfully engage children, such as during story time, but children do not benefit from a consistent approach to supporting their learning. Parents comment that staff communicate well with them about children's achievements.

Personal development, behaviour and welfare are inadequate

Weaknesses in the leadership and management of the pre-school have a significant impact on children's welfare. Staff do not value the diversity of children who use the pre-school, such as those who speak other languages. Staff sometimes lack enthusiasm and do not have high expectations of children. This reflects in some children's motivation and engagement in learning. However, children enjoy playing actively outdoors. They climb on large play equipment and ride on bicycles. Staff adequately supervise them to ensure they are safe. Staff encourage children to follow good hygiene routines and to eat healthily. Children are encouraged to be independent and do small tasks for themselves. Staff are consistent when managing children's behaviour and children behave well.

Outcomes for children are inadequate

Some children fail to make sufficient progress. A significant number of children are working at below expected developmental levels for their age. Children take part in uninspiring activities for short periods. They lack an eagerness to learn. Those children who speak English as an additional language fail to make enough progress. Gaps in learning in comparison to their peers remain. This has a significant negative impact on children's readiness to move on to the next stage in their learning, such as school.

Setting details

Unique reference number	221725
Local authority	Cambridgeshire
Inspection number	1103214
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	30
Number of children on roll	40
Name of registered person	Busy Fingers Pre-school Committee
Registered person unique reference number	RP517128
Date of previous inspection	21 November 2014
Telephone number	01353 698 633

Busy Fingers Pre-School registered in 1992. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 12.30pm to 3.30pm. 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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