

Little Hoppers

St. Phillips Church, Wadgate Road, Felixstowe, Suffolk, IP11 2LY



Inspection date

15 June 2018

Previous inspection date

19 October 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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

- The provider has failed to ensure that actions raised at previous inspections have been addressed. She has not ensured that staff receive regular opportunities for individual training, coaching and support. Weakness in staff practice have not been identified, and children's experiences at the setting are not good enough to help them make progress.
- The provider has not ensured that every child has a named key person when they start. Staff do not take time to build trusting relationships with parents in order to help children settle smoothly and to share information to provide continuity in children's learning and development.
- The quality of teaching is inconsistent. Some staff fail to recognise when and how to support children's play and learning. Activities are not thought through well enough to inspire or excite children, which leaves children disengaged and affects their behaviour.
- The outside play area does not provide children with age-appropriate challenges or interest. Staff fail to engage children effectively and so children start to run about and use the resources inappropriately. For example, children use sit-and-ride cars to crash into each other and toys.

It has the following strengths

- Staff who support children who have special educational needs (SEN) on a one-to-one basis use a range of ways to help children communicate. For example, they encourage children to use pictures to express their wants and feelings.

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 staff receive regular training, support and coaching to help improve their personal effectiveness and teaching practice	13/07/2018
■ ensure every child has a key person to tailor their care and meet their needs, and to form trusting relationships with their parents to improve the two-way flow of information, including children's learning and development	13/07/2018
■ raise the quality of teaching to ensure that all children receive consistently interesting and challenging activities to help them make good levels of progress	13/08/2018
■ improve the outside area to provide greater opportunities for children to engage in physically challenging self-chosen play.	20/07/2018

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 completed a joint observation with the provider.
- The inspector held a number of discussions with the provider. She looked at relevant documentation, including children's learning records and evidence of the suitability of staff.
- The inspector spoke to staff and children during the inspection.
- The inspector took account of the views of parents.

Inspector
Kate Oakley

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has not shown a suitable capacity to improve. Consecutive 'requires improvement' judgements have led to an inadequate judgement at this inspection. The provider has not taken enough action to raise the quality of staff practice to help children make good progress. For example, she has not ensured that there is effective, ongoing staff supervision to help them identify areas of their practice to improve. Specific training and support for staff to help them improve their personal effectiveness and skills is not arranged. However, staff are suitably trained and know the action they would take if they had any concerns about the welfare of a child. Safeguarding is effective. Links are formed with other settings, schools and professionals to support children who need additional help and those ready to start school.

Quality of teaching, learning and assessment is inadequate

Staff practice and the quality of teaching are poor. Activities are mundane and do not inspire or excite children. For example, resources, such as cardboard boxes in the construction area, quickly lose appeal once children have stacked them up. In addition, staff miss frequent opportunities to engage or challenge children, and when children have found something to do, staff interrupt their play for snack time or outdoor play. Staff do not develop effective partnerships with parents to help support children's learning. Parents are not fully aware of how their children are progressing. Staff sometimes encourage children to develop their understanding of numbers through counting and recognising numerals during play activities.

Personal development, behaviour and welfare are inadequate

Not all children have a key person when they start, to help them form relationships and settle. This means some children are extremely unsettled and cling to a member of staff. In addition, the lack of appropriate challenge and activities affects some children's behaviour. They often run about and do not follow the rules, such as walking indoors. The opportunities for children outdoors are limited. Although children enjoy being out in the fresh air, the range of activities is again mundane and much of the equipment has little play value. For example, children ignore a play kitchen, which has very few resources. Older children develop appropriate self-care skills, and enjoy learning about why they need to wash their hands.

Outcomes for children are inadequate

Children are unable to make consistently good levels of progress. Although, children who have SEN, and therefore receive dedicated one-to-one support, are making steady progress in relation to their starting points. Despite this, children develop some of the skills to prepare them for their next stage in learning. Older children develop confidence, for example, they contribute answers to questions during large-group activities.

Setting details

Unique reference number	EY451655
Local authority	Suffolk
Inspection number	1116846
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 10
Total number of places	40
Number of children on roll	55
Name of registered person	Little Hoppers Pre-School Partnership
Registered person unique reference number	RP531864
Date of previous inspection	19 October 2017
Telephone number	01394670090

Little Hoppers registered in 2012. The pre-school employs 12 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4 or above, and six hold qualifications at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 8am until 6pm. A holiday club runs during the school holidays and is open from 8am 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

