

Little Owls CIO St Budeaux



Victoria Road Primary School, Trelawney Avenue, PLYMOUTH, PL5 1RH

Inspection date	13 June 2018
Previous inspection date	17 November 2017

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

- Staff do not have a sufficient understanding of safeguarding practices. This puts children at significant risk of harm as possible concerns are not identified and acted upon appropriately.
- The feedback that staff and managers receive on their performance does not effectively identify further development needs so that they can meet children's needs.
- New trustees are involved in recruitment decisions before checks have been completed to determine their suitability.
- Staff:child ratios are not met at all times and staff are not deployed effectively to meet the needs of children and support their learning.
- Children with additional needs do not make sufficient progress. Staff do not have the required skills and knowledge to support these children in their learning.
- The quality of teaching is poor. Staff do have the necessary skills to engage children in purposeful play.
- Staff do not manage children's behaviour effectively. Children use foul language, swearing at adults in front of other children. As behaviour deteriorates, children put themselves and others at risk of harm.

It has the following strengths

- Children enjoying playing in the garden areas.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> ■ ensure that the safeguarding policy is effectively implemented and that staff, including the designated lead for safeguarding, understand their roles and responsibilities in relation to safeguarding children 	29/06/2018
<ul style="list-style-type: none"> ■ ensure that staff are able to identify signs of potential abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way 	29/06/2018
<ul style="list-style-type: none"> ■ ensure that all staff including the manager receive effective supervision to monitor their performance, identify training needs and provide the opportunity to discuss sensitive issues 	20/07/2018
<ul style="list-style-type: none"> ■ cooperate with Ofsted's processes to ensure the necessary checks are completed to determine the suitability of new trustees 	29/06/2018
<ul style="list-style-type: none"> ■ ensure staff:child ratios are maintained and that staff are deployed effectively to meet the individual needs of all children 	20/07/2018
<ul style="list-style-type: none"> ■ implement an effective key person system so that every child's learning and care is tailored to meet their individual needs 	13/07/2018
<ul style="list-style-type: none"> ■ implement effective arrangements to support children with special educational needs and/or disabilities to make good progress and secure external support when needed 	13/07/2018
<ul style="list-style-type: none"> ■ ensure staff manage children's behaviour appropriately and effectively 	20/07/2018

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"> ■ improve teaching so that it reflects the individual needs and interests of each child. Provide purposeful and challenging activities that are appropriate to children's ages and stages of development 	20/07/2018
<ul style="list-style-type: none"> ■ ensure that all staff complete regular assessments of children's progress and use this information to accurately identify the children's next steps in their learning. 	20/07/2018

Inspection activities

- This inspection was a priority inspection following receipt of a number of concerns that the provider was not meeting the requirements of registration.
- The inspectors observed the quality of teaching and learning.
- The inspectors conducted two joint observations.
- One inspector met with the registered provider and discussed the safeguarding and welfare requirements.
- The inspectors gathered views and feedback from parents.
- One inspector scrutinised a range of documentation including policies and procedures, existing injury forms and safeguarding forms.

Inspectors

Johanna Hughes / Katherine Lamb

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff have a poor understanding of how to respond appropriately to safeguarding concerns. Their lack of understanding compromises children's dignity and privacy and puts children at risk of harm. Staff are not vigilant or confident in questioning parents about injuries that children have sustained elsewhere. The information that staff gather and record about possible safeguarding concerns does not provide them with the detail they need to identify and respond quickly to potential child protection concerns. The committee has failed to provide the manager with adequate supervision to monitor her performance, provide support and identify areas for further development. Some staff have received supervision, but the committee has not ensured that strategies are identified to enable staff to meet the diverse needs of the children. Parents speak positively about the staff and of the care that their children receive. The committee have not provided Ofsted with the relevant information so that checks can be completed to determine the suitability of a new trustee, who has been involved in making recruitment decisions.

Quality of teaching, learning and assessment is inadequate

Staff do not accurately assess where children are in their learning, and do not have an adequate understanding of what children know and can do. This means that activities are not consistently developmentally appropriate. Toddlers enjoy being active learners in the garden area and explore different ways to transport water. Toddlers are encouraged to make marks with their fingers in the sand trays to promote early literacy skills. Pre-school children wander aimlessly and are not given the support they need to engage in meaningful play. Staff are not supported to improve the quality of their interactions with children. This means children's language skills and learning from activities is limited. Insufficient information is provided to external agencies in relation to children who may need extra support with their learning. As a result, agencies are unable to make an informed assessment of the children's needs and children do not receive the support they need without delay. Children with additional needs have the same targets set repeatedly on their learning plans over a number of months because staff fail to provide appropriate activities to support the children to meet the targets. Additional funding is not always used well to help children in receipt of the pupil premium to achieve better outcomes.

Personal development, behaviour and welfare are inadequate

Staff do not use effective strategies to manage children's behaviour. For example, pre-school staff do not respond appropriately when children display physical aggression and use inappropriate behaviour. Staff say no and place their hand up to children's faces. This results in worsening behaviour. This has a particularly detrimental impact on younger children as they frequently observe and learn negative behaviours. Babies are happy and settled and form positive attachments with staff. The correct staff ratios are not always maintained. Staff are not deployed effectively and are unable to meet children's individual needs. This impacts on children's well-being and learning. The key person system is ineffective. Some children are in a different room to their key person. As a result, the key person does not have a good enough understanding of the children's individual needs.

This means children are not supported to feel secure and to make good progress in their learning.

Outcomes for children are inadequate

Significant weaknesses in the quality of teaching means that children, particularly those with additional needs, are not making the expected progress. Boys in particular do not control their feelings and behaviour. This prevents other children from learning. Staff do not support children to learn the skills to equip them to be successful in their next stage of learning, for example when starting school.

Setting details

Unique reference number	EY546271
Local authority	Plymouth
Inspection number	1137675
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	120
Number of children on roll	78
Name of registered person	Little Owls Preschool Plymouth CIO
Registered person unique reference number	RP903932
Date of previous inspection	17 November 2017
Telephone number	01752 656380

Little Owls CIO St Budeaux registered in 2017 and is one of two settings managed by the same committee. The nursery is open from 8am until 5pm throughout the year. The nursery receives funding for free early education for two-, three- and four-year-old children. There are 10 staff who work with the children, all of whom hold relevant qualifications.

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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