

# Beech Tree Childcare

Worthing Rugby Club, Roundstone Lane, Angmering, Littlehampton, West Sussex,  
BN16 4AX



## Inspection date

Previous inspection date

12 July 2018

5 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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

- Children are not fully safeguarded. Management and staff have a poor understanding of how to report significant events to the appropriate agencies, such as Ofsted and the local children's social care services. This significantly compromises children's welfare.
- Staff do not accurately record children's actual times of attendance, as required.
- The key-person system is not effective for all children. Most children are not in the direct care of their key person, which has an impact on how they can bond during the day.
- At times, staff do not follow good hygiene practices during their routines, such as effective disposal of used tissues.
- Staff do not all have a secure knowledge of their role or receive effective support to develop their teaching skills, to help provide all children with good-quality experiences. For example, during singing sessions and lunchtime staff speak loudly across the room to other staff and miss opportunities to engage with children and extend their learning.
- Staff do not consistently manage daily routines effectively. They do not give younger children explanations about what is about to happen. Children are not making the progress of which they are capable.

### It has the following strengths

- Relationships with parents are positive. Parents find staff friendly and helpful, and they receive some details about their children's day and how to extend learning at home.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure all practitioners have a clear understanding of their roles and responsibilities, in particular to notify Ofsted about any significant event which is likely to affect the suitability of the provider or any person who cares for, or is in regular contact with, children on the premises to look after children</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ ensure that concerns about children safety or welfare are reported to statutory agencies, such as children's social care services, without delay</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ ensure that children's daily hours of attendance are accurately recorded</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ improve the key-person system so that children have a settled relationship with staff and their learning and care are tailored to their individual needs</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ ensure staff follow good hygiene practices to prevent the spread of infection</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ implement effective arrangements for the supervision of staff to improve their teaching skills and provide all children with good-quality experiences.</li> </ul>	15/08/2018

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the management of daily routines to help younger children understand changes within their day.</li> </ul>	15/08/2018

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the deputy, the staff team, children and parents at appropriate times during the inspection.
- The inspector sampled a range of documentation, including the safeguarding policy and procedures, samples of children's records and evidence of the suitability of staff working with the children.
- The inspector carried out a joint observation of an activity with the deputy and discussed children's play and learning.
- The inspection took place as part of the risk assessment process.

### Inspector

Maura Pigram

## Inspection findings

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

The arrangements for safeguarding are not effective. The provider has failed to inform Ofsted about a significant event. In addition, the management team has failed to recognise the significance of information it has received about children's welfare and has not followed the correct procedures to report this on to the appropriate agencies. However, staff do demonstrate an acceptable understanding of how to identify a concern for a child's welfare. The provider does follow robust recruitment procedures to help ensure that those working with children are suitable. New staff have an induction and probationary period to help them to become familiar with their role. Staff have supervisory meetings to discuss training needs and their practices when working with children. However, these are not effective in supporting staff to improve their practice and their teaching skills. This means that children do not consistently receive the support they need to be active learners. Staff do not accurately record the times that children arrive and leave the setting, and this compromises children's safety. However, risk assessments to help keep children safe are monitored and accidents are recorded and shared with parents.

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

Several staff are qualified; however, they and less experienced staff do not receive the coaching they need to raise the quality of their teaching to a consistently good level. Although staff know children's interests, they do not effectively link these to what children need to learn next. For instance, when staff plan an activity to make dough they do not consider how this can be adapted to suit different children's development needs. For instance, staff discussed with children what they need to make dough, such as water and flour. They talked to the children about what will happen if these are mixed. However, staff then did everything themselves to make it, pouring the flour and water into a bowl and mixing it to make dough, without letting the children do any of the process. Older children are not given the opportunity to build on what they already know and can do. Staff miss opportunities to build on children's awareness of mathematical ideas and language skills. As a result, some children become bored and staff miss opportunities to motivate and extend children's learning.

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

Weaknesses in safeguarding and the ineffective key-person system have a negative impact on children's safety and emotional development. Children's key persons often work in areas away from where their key children are cared for, which means that some younger children are not able to build a strong bond with their key person. Staff do not address the loud volume of noise generated by children and themselves in the room. This noise escalates during the day and particularly during the group activity session leading up to lunchtime. The poor organisation of this session is distracting for some children and they are unable to concentrate. Some staff are not consistently good role models. For instance, tissues used to wipe babies' noses are not disposed of before handling babies' cups and toys. In addition, a staff member was observed to wipe her nose with her tee-shirt in front of the babies and other staff. Mealtimes are noisy and poorly managed. Staff

do not routinely help younger children to understand changes within their day, such as during mealtimes. On occasions, staff take children from their seats while they are still eating. For example, they approach younger children from behind, with no discussion, and lift them out of their seats without asking them if they have finished or need more food.

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

Weakness in teaching means that children do not consistently receive the support they need to make the best possible progress. Children are not provided with enough skills to help them in their future learning. Activities do not consistently engage and challenge older children, to help build their confidence. However, they do independently choose what they like to play with and they attend to their own personal hygiene. Younger children gain some secure physical skills. For example, they learn to balance and enjoy sensory play, such as exploring sand and water.

## Setting details

<b>Unique reference number</b>	EY477426
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1140832
<b>Type of provision</b>	Full-time 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>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Heather Harmer
<b>Registered person unique reference number</b>	RP911566
<b>Date of previous inspection</b>	5 January 2016
<b>Telephone number</b>	07760 963411

Beech Tree Childcare registered in 2014. It operates from the grounds of Worthing Rugby Club in Angmering, West Sussex. It is open each weekday from 7.30am to 6.30pm, and from 9am to 4pm on some Saturdays, for 51 weeks each year. There are 13 members of staff. Of these, three staff hold qualified teacher status, one holds a relevant qualification at level 5, and five staff hold qualifications at level 3. The nursery receives funding for the provision of free early education for children aged 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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