

# Tots 2 Toddlers Ltd

Havant & District Mencap, Anders House, Waterlooville PO7 6AW



<b>Inspection date</b>	9 July 2018
Previous inspection date	19 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	<b>Previous inspection:</b>	Good	2
Effectiveness of 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

### The provision is inadequate

- Frequent changes to staff have had a negative impact on the overall quality of the pre-school since the last inspection. Staff are not deployed effectively to support younger children's learning, care and emotional well-being, particularly in the baby room.
- Leaders do not ensure staff are suitable to work with children. The provider conducts some suitability checks but is unable to confirm that all staff hold a relevant Disclosure and Barring Service check. This significantly compromises children's welfare.
- Staff do not consistently adhere to risk assessment, for example, ensuring that the entrance door is monitored to maintain children's safety when people enter and leave the premises. Staff do not maintain accurate records of children's attendance.
- Arrangements to monitor and support staff are ineffective. The provider does not effectively supervise the manager to address weakness in her practice. Staff receive ineffective coaching or supervision from the manager. Staff have an insufficient knowledge of safeguarding, including how to identify if a child is at risk of harm.
- Parents are unsure of who their children's key person is, which limits how information is shared about children's needs.
- The manager and staff do not monitor and plan to meet children's individual learning needs well. They do not promptly liaise with parents and professionals to identify a targeted programme of support for those children with significant emerging concerns. Outcomes for children are poor.

### It has the following strengths

- Older children behave well and gain some independence skills to support their future learning.

## 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
ensure unauthorised persons cannot enter the premises and that doors are secured at all times	06/08/2018
implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable, which must include obtaining a Disclosure and Barring Service check	06/08/2018
ensure that staffing arrangements are effective in meeting the individual needs of all children	06/08/2018
ensure all staff have an up-to-date knowledge of safeguarding issues, including the 'Prevent' duty, so that they are able to take action if they have any concerns about a child's well-being	06/08/2018
maintain an accurate daily record of the names and hours of attendance of all children being cared for on the premises	06/08/2018
put arrangements in place for the effective supervision of all staff, to support and enable them to improve their practice and personal effectiveness continually, and offer quality teaching experiences for children	06/08/2018
ensure the key-person system is effective and tailored to meet each child's individual needs, and builds good relationships with parents to implement a targeted programme of support for those children who have gaps in their learning.	06/08/2018

### To meet the requirements of the early years foundation stage and Childcare

#### Register the provider must:

	Due date
improve the arrangements to monitor children's progress, to ensure activities are planned and tailored to meet children's individual needs and to close gaps in their learning, to enable them to make the best possible progress.	06/08/2018

## Inspection activities

- This inspection was brought forward following a risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector had a tour of the areas used. She held meetings with the provider and manager at appropriate times during the inspection. The inspector also discussed the pre-school's self-evaluation.

**Inspector**  
Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Staff fail to follow risk assessments consistently to ensure the premises remain secure at all times. Although the manager is aware that the front door is accessible to parents to open, staff do not consistently monitor who is coming into the setting. This means that staff do not maintain children's safety. Staff do not accurately record the times that children attend the setting. Self-evaluation is weak. The provider does not monitor the effectiveness of the manager. Staff do not receive adequate supervision from the manager to support or coach them. This has had a significant impact on staff knowledge of safeguarding policies and procedures. For instance, staff do not have an up-to-date knowledge of safeguarding legislation aimed at protecting children from harm. Recruitment and vetting procedures are not robust. The management team has failed to complete robust suitability checks for new staff. The provider has not checked Disclosure and Barring Service checks for newly employed staff, to ensure that only suitable adults are permitted to work with children. Monitoring of children's progress is poor. For instance, the manager does not know which children are in receipt of additional funding, and therefore has been unable to target support, to enable children to make the progress of which they are capable.

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

Staff are not deployed effectively to be able to provide good-quality teaching. Staff are qualified, but they receive too little support to address weakness in practice to help raise the quality of teaching. Staff do make assessments of children's learning and the manager monitors these. However, some children who do not make typical progress do not receive the support they need. Staff do not provide effective support for children at risk of significant delay in their learning. They do not seek the involvement or support of parents or other professionals in a timely manner. Gaps in learning do not close and children who are in receipt of additional funding are at risk of falling further behind. Children do engage in activities. However, staff do not plan activities based on children's individual needs and some activities are ineffective in supporting children's next steps in learning. For instance, staff complete a letters and sounds activity with older children but do not use the correct sounds for some letters, which hinders how older children develop secure literacy skills in readiness for their eventual move to school. At times, children become bored and staff do not adapt routines to take account of children's differing needs. For instance, staff insist that children lie down to rest after lunchtime. However, older children do not want to rest and staff persist in telling children they must lie down.

### Personal development, behaviour and welfare are inadequate

Staff deployment is not effective in supporting children's care and learning. For instance, in the baby room, staff are frequently changed during the day and babies do not receive consistent care, to support their emotional well-being and help them develop secure bonds with their key person. At times, children are distressed and the frequent changes of staff in rooms hinder how children who are new to the setting are supported to gain confidence in their new surroundings. Some staff who are named as children's key members of staff do not work with children in the rooms. Partnerships with parents are poor. Parents comment that they do not know who their child's key person is, as staff

change frequently, which hinders how they share information with them. Children behave well. They gain good attention skills in activities that interest them. For instance, toddlers enjoy making sounds with musical instruments, as they practise shaking and tapping the instruments to help them gain control of their physical skills.

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

Children do not receive the support they need to make progress in their learning due to the weakness in staffing arrangements and assessment. Children in receipt of additional funding fail to receive adequate support as the manager does not take sufficient steps to identify who they are. Some children are willing to take part in activities. They listen to and follow instructions. Older children enjoy activities in the garden, to help support their coordination skills. Toddlers gain secure independence skills and are able to feed themselves. Babies begin to crawl and are able to drink from cups.

## Setting details

<b>Unique reference number</b>	EY480412
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10067581
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Tots 2 Toddlers Limited
<b>Registered person unique reference number</b>	RP533884
<b>Date of previous inspection</b>	19 July 2016
<b>Telephone number</b>	02392 258983

Tots 2 Toddlers registered in 2014. It operates from a hall in Waterlooville, Hampshire. The nursery is open on weekdays from 7.30am to 6pm, for 51 weeks of the year. The provider currently employs 10 staff, six of whom hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for 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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Piccadilly Gate  
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