

Little Hoppers

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



Inspection date	29 October 2018
Previous inspection date	15 June 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Inadequate	4 4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- The provider has failed to ensure that there is an appropriate named deputy who is capable to take charge in the manager's absence.
- The provider has failed to record information about vetting and suitability processes that have been completed for all members of staff.
- The provider has not ensured that new staff receive an appropriate induction.
- Assessments are not rigorous enough. Staff do not consistently identify accurately all children's stage of development or where they most need support.
- The quality of teaching is variable. Staff do not consistently support children's play and learning effectively to promote their development.

It has the following strengths

- Children are generally settled, happy and enjoy their time at the pre-school. They build positive relationships with the staff and are developing friendships with each other.
- Children who have special educational needs and/or disabilities are well supported. Staff have formed effective partnerships with a range of professionals to support children's continuity of care.

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 there is a named deputy who is capable and qualified to take charge in the manager's absence	16/11/2018
ensure information is recorded about the vetting processes that have been undertaken to confirm staff's suitability to work with children	16/11/2018
ensure all staff receive induction training so that they have a clear understanding of their roles and responsibilities to enable them consistently to deliver the best possible outcomes for all children.	16/11/2018

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the use of assessment to identify children's level of achievement, what they need to learn next and shape learning experiences that help children make the best possible progress	16/11/2018
raise the quality of teaching across the staff team to a consistently good level so that all children benefit from enjoyable and challenging experiences.	16/11/2018

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 provider and the pre-school manager. They looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider has failed to ensure that there is a suitable deputy manager who is capable of leading the pre-school in the manager's absence. As a result of this, there are times when staff are unsure who is in charge. Additionally, the provider has not recorded information relating to the staff suitability checks that have been undertaken. This compromises children's safety. Staff are trained in child protection procedures and demonstrate an appropriate knowledge of how to report any concerns about children's welfare. The provider has not ensured that clear induction processes are in place to support new staff. This means that these staff are unclear of their roles and responsibilities. The newly appointed manager has begun to implement a system to support existing staff to develop and improve their practice. However, these systems are not embedded. Feedback from parents is positive.

Quality of teaching, learning and assessment requires improvement

Children experience variable teaching. Staff generally recognise that children learn through play and some improvements have been made since the last inspection. However, staff do not consistently make good use of opportunities to develop children's play and to extend their focus. They do not engage all children enough to ensure they get the most from their learning experiences. Assessments of what children know and can do are not consistently precise and accurate. Staff do not fully understand the newly implemented observation, assessment and planning processes and do not consistently highlight areas in which children may need additional support. This means that they do not plan consistently for children's individual learning needs. In spite of these weaknesses, children enjoy their time at the pre-school and access a suitable range of resources, indoors and outside.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant impact upon children's safety and welfare. However, children and families are generally well supported by the pre-school. The key-person system is effective. Staff have formed positive relationships with their key children and they know them well. Children enjoy the freedom to move between the indoor and outside space. They have opportunities to develop their physical skills playing with bats and balls outside. Children enjoy healthy snacks during the day and are developing their independence skills. Staff are positive role models and children behave appropriately.

Outcomes for children require improvement

Weaknesses in the quality of teaching and the assessment processes mean that staff do not fully support all children to make good progress. Despite this, most children appear to be working comfortably within the range of development typical for their age. They are generally motivated to learn and develop some of the key skills needed for the next stage of their learning. For example, children learn how to recognise shapes, such as a diamond and a star. Children enjoy listening to stories and singing songs during group times.

Setting details

Unique reference number	EY451655
Local authority	Suffolk
Inspection number	10079667
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	28
Number of children on roll	35
Name of registered person	Little Hoppers Pre-School Partnership
Registered person unique reference number	RP531864
Date of previous inspection	15 June 2018
Telephone number	01394670090

Little Hoppers registered in 2012. The pre-school employs 11 members of childcare staff. Of these, three hold appropriate early years qualifications at level 5 or above, and five 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.

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