

Little Legend Pre-School



Friar Park Millennium Centre, Friar Park Road, Wednesbury WS10 0JS

Inspection date	25 October 2018
Previous inspection date	15 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The manager has not ensured that all appropriate records, including staff information, are onsite and available for inspection.
- The key-person system is not embedded for the younger children. Staff do not know some children well enough and do not consistently plan for their individual needs, interests and next steps for learning.
- Some staff working with younger children do not make accurate observations and assessments of children's development. Gaps in learning are not always identified or addressed quickly enough to help all children make consistently good progress.
- The manager does not consistently evaluate and monitor staff performance effectively to identify and address key weaknesses in staff practice.

It has the following strengths

- The settling-in arrangements are effective. Staff carry out home visits and invite parents and children to stay-and-play sessions before the children start. This helps staff to get to know the children and the families quickly.
- Staff provide children with healthy, well-balanced and nutritious snacks. They gain information from parents with regards to children's dietary requirements and allergies.
- Staff celebrate and praise children for their efforts and achievements. This helps children to develop their self-confidence.
- Children's behaviour is managed well. Children are happy and comfortable in their surroundings.

What the setting needs to do to improve further

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

	Due date
ensure that all documents relating to the provision are onsite and available for inspection	23/11/2018
implement an effective key-person system and ensure that every child's learning and care are tailored to meet their individual needs	23/11/2018
ensure that all staff make accurate observations and assessments of children's progress and address gaps in their learning and development, to improve outcomes for all children.	23/11/2018

To further improve the quality of the early years provision the provider should:

- improve the systems for evaluating and monitoring staff performance, and identify and address weaknesses in practice, to raise the quality of standards across the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector completed joint observations with the manager.
- The inspector held a meeting with the manager.
- The inspector spoke to staff and children during the inspection.
- The inspector looked at a sample of documents required for the smooth running of the pre-school.

Inspector
Nasreen Ghalib

Inspection findings

Effectiveness of leadership and management requires improvement

The monitoring and evaluation of staff practice is not fully effective. The manager has not identified and addressed weaknesses, and staff are not provided with consistent coaching and support to help raise the quality of teaching across the team. The manager has not ensured that all appropriate information is available for inspection. The arrangements for safeguarding are effective. The manager and staff have a secure knowledge and understanding of their responsibilities to keep children safe from harm. Staff know how to recognise the signs of abuse and neglect. They understand procedures for reporting concerns about children and allegations made against their colleagues. The manager and staff work closely with the local authority, the local children's centre and schools. They attend cluster meetings and gain advice and support to help them prepare children ready for school. The manager follows effective recruitment procedures to ensure that staff are suitable to fulfil their roles in the pre-school. Staff complete mandatory training to keep knowledge and skills up to date.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. Staff working with the younger children do not always make accurate observations and assessments to identify gaps in children's learning and development. As a result, planned activities are not always closely matched to children's age and stage of development. Generally, children are happy, confident and play alongside their peers during child-initiated and adult-led activities. Children use paint and crayons to make marks and they talk about colours and shapes they have created. Staff encourage children to explore and investigate their environment. Children select from available resources and equipment for their own play activities.

Personal development, behaviour and welfare require improvement

Due to recent staff changes, the key-person system is not effective. New key persons have not been given enough information to help them to get to know their key children quickly. Consequently, key persons are not planning a good range of experiences to meet children's individual needs, interests and next steps for learning. This means at times children appear disengaged from activities. The settling-in period is managed well and children feel at ease at the pre-school. Children are building secure relationships with staff and are content in their surroundings. Staff work in partnership with parents and gain information from them during the settling-in period. Staff ensure children's care needs are appropriately met. Children have good opportunities to develop their physical skills, both indoors and outdoors, during play. Children use the soft-play area to learn how to balance and climb safely.

Outcomes for children require improvement

Due to the weaknesses in planning and assessment, the youngest children are not always supported to make consistently good progress across all areas of their learning. Older children develop good independence skills and make decisions during activities and routines. They develop skills in early literacy and numeracy in preparation for their move on to school. Children play well together.

Setting details

Unique reference number	EY477194
Local authority	Sandwell
Inspection number	10075930
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	48
Number of children on roll	29
Name of registered person	Little Legend Nurseries Ltd
Registered person unique reference number	RP901100
Date of previous inspection	15 April 2016
Telephone number	0121 4488460

Little Legend Pre-School registered in 2014. The pre-school employs six members of childcare staff, all of whom hold an appropriate early years qualification at level 3. It opens Monday to Friday from 8.45am until 11.45am and from 1pm until 4pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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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