

Little Bugs Preschool

Scout Association, 307 Carter Drive, Romford RM5 2TU



Inspection date	6 December 2018
Previous inspection date	26 June 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider does not have a secure understanding of the correct procedures for dealing with and reporting safeguarding concerns. This means that children's welfare is compromised.
- The provider does not provide appropriate support to help staff understand and implement the pre-school's policies and procedures to safeguard children.
- Children who prefer to learn outside do not have appropriate opportunity to do so. This is because staff do not plan enough outdoor activities or make best use of the resources available.
- At times, staff do not sufficiently help children to understand about their own personal safety.
- The provider has not addressed fully the recommendation set at the last inspection relating to evaluating the provision. The provider does not reflect on the quality of the provision well enough to identify and address all weaknesses to improve practice.

It has the following strengths

- Staff know children well. They use information from children's assessments to identify the next steps and plan for their individual needs. Children make good progress in their learning and development, given their starting points.
- Children are independent. They see to their personal needs, such as putting on and taking off their coats, deciding when to have a drink and helping to set up the table for snacks.

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 safeguarding policies and procedures are understood and followed efficiently when concerns are raised about children's welfare	13/12/2018
develop systems to support and coach staff to help them fulfil their responsibilities and implement all policies and procedures effectively.	20/12/2018

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

- broaden the learning experiences of children who learn better outdoors
- explore ways to strengthen further children's awareness of their own personal safety
- use self-evaluation effectively to identify breaches in requirements and weaknesses in practice, to improve the quality of care for children.

Inspection activities

- The inspector went on a tour of the pre-school with the deputy. She viewed all areas of the premises accessed by children.
- The inspector observed staff and children during activities indoors and out in the garden.
- The inspector spoke with staff and children at appropriate times and took account of the views of parents spoken to at the inspection.
- The inspector undertook a joint observation with the deputy. She held discussions with the deputy about practices and procedures.
- The inspector reviewed a sample of children's records, staff files and a range of documents, including incident and accident records, and safeguarding policies and procedures.

Inspector

Jennie Liverpool

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Although there are appropriate safeguarding policies in place, the provider, who is also the manager, and staff have failed to follow their procedures when they have concerns about a child's welfare. For example, systems for recording incidents does not include relevant details, such as who recorded the incident, and if the parent has been informed. Also, they do not ensure that all concerns about children's welfare are shared with appropriate agencies. This has a significant impact on children's well-being. The provider does not ensure all staff receive support to reinforce their knowledge and understanding about their responsibilities to safeguard children. The provider has taken some steps to make improvements since the last inspection. For example, the premises are safe and secure. Also, staff have attended food hygiene training. This means that children's meals are prepared and served hygienically. The provider has appropriate systems to check staff and volunteers' suitability to work with children. A self-evaluation process is in place, however, this is not effective in identifying where there are breaches in requirements.

Quality of teaching, learning and assessment is good

Staff use good techniques to engage children and maintain their interests during activities. For example, they teach children a variety of songs. Staff use props when singing with young children to encourage them to join in. Older children confidently sing a song on their own or to their friends. Staff provide good opportunities to help children learn to associate letters with sounds. This helps to enhance children's early reading skills. Staff help children to develop relationships with each other. They also increase children's understanding of their community. For example, they teach children about people and the jobs they do. At times, staff do not use the outdoor environment effectively to build on children's learning experiences further.

Personal development, behaviour and welfare are inadequate

Weaknesses identified in safeguarding procedures means that children's welfare cannot be assured. Children are happy and generally settle well. Staff are friendly, caring and sensitively comfort children who are not yet settled. This supports children's emotional development. Children form close attachments to their key persons and other staff. Children enjoy nutritious snacks that meet their dietary needs. Staff help children learn to follow good hygiene practices. However, occasionally, they miss opportunities to help children understand how to keep themselves safe. Staff build positive relationships with parents. They share information about children's individual development and progress. Parents say they are happy with the care their children receive. They appreciate the daily feedback about their child's general well-being.

Outcomes for children are good

Children develop the skills they need in preparation for their move to school. Their communication skills are developing well. For example, young children learn to join in conversations with adults and others. Older children can recall past experiences and talk about future events. They also learn that there are different ways to communicate, such as sign language. Older children learn to count in order and recognise numbers.

Setting details

Unique reference number	EY539543
Local authority	Havering
Inspection number	10079707
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	15
Name of registered person	Wilson, Anna-Marie
Registered person unique reference number	RP539542
Date of previous inspection	26 June 2018
Telephone number	07539996639

Little Bugs Preschool registered in 2017 and is located in Romford, in the London Borough of Havering. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and level 3. The pre-school opens during term time only. Sessions are from 9am until 3.30pm on Monday to Thursday, and from 9am until midday on Friday. The nursery is in receipt of funding for the provision of free 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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