

Coffee Tots Pre-school

99 Jonathans, Coffee Hall, MILTON KEYNES MK6 5DR



Inspection date	4 February 2019
Previous inspection date	11 February 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The manager does not have fully effective systems in place to ensure that all staff remain suitable to work with children. She places restrictions on the duties of staff until checks are complete. This helps to minimise the risk to children.
- Since the last inspection, the manager has not improved how she monitors and supports staff. She does not give staff regular and precise feedback on their performance. She does not provide appropriate professional development opportunities to help them improve their own teaching.
- The provider has not notified Ofsted about changes to the setting as required. For instance, they have not informed Ofsted of changes to the premises affecting the quality of childcare.
- Self-evaluation is not fully effective. The provider and manager have not identified weaknesses in their procedures or breaches of requirements. This has a negative impact on the overall quality of the provision.

It has the following strengths

- Staff know their key children well. They make accurate and precise assessments of children's learning. This helps them to plan appropriate next steps for children.
- Staff provide strong opportunities for children to develop an accurate understanding of different sounds and letters. This helps to prepare children well for the next stages in their learning. Children make good progress from their starting points.
- Staff create a warm and welcoming learning environment. Children are well behaved.

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 robust procedures are in place to check the ongoing suitability of staff	19/02/2019
ensure that support for staff's professional development is effective and help staff to understand the action they need to take to improve their teaching	19/03/2019
develop an understanding of when to make notifications to Ofsted.	19/02/2019

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

- make best use of self-evaluation to accurately identify and address any weaknesses in practice and improve the overall quality of the provision.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the quality of teaching, and she and the manager jointly evaluated the effectiveness of the staff's interactions with children.
- The inspector held a meeting with the manager and provider. She discussed and looked at documents relating to the suitability of staff and committee members.
- The inspector sampled documentation that included planning, children's records, policies and procedures.
- The inspector spoke to children and parents throughout the inspection, and considered their views.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management requires improvement

The provider and manager do not recognise and address weaknesses well enough. For example, the manager does not monitor and support staff effectively and develop their individual quality of teaching. Managers do not make the required notifications to Ofsted, for example following an event of flooding and changes to the premises. The manager does not check the ongoing suitability of staff sufficiently. For instance, she vets staff's suitability on appointment to their position. However, she does not routinely monitor the ongoing status of checks. Some disclosure updates expire and checks are not up to date. The manager recognises the need to restrict some duties of these staff, such as toileting and nappy changing, until new checks are in place. This minimises the risk to children. Nevertheless, staff understand their duties to keep children safe. They are aware of the signs to look for which may indicate children are at risk from harm. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff provide exciting learning opportunities which engage children. For example, children explored the play tray filled with soil and logs. They hunted for 'wiggly' spaghetti worms and used pincers to hold them up and compare their size. Staff helped children to develop their control as they scooped and emptied soil into different containers. They helped to extend children's language by using words such as 'mix', 'stir' and 'tip' to help to describe what the children were doing. Staff develop positive partnerships with parents. For instance, they talk to them about children's starting points. Staff encourage parents to share photographs of their children's achievements at home. This helps them to get to know children well. Staff develop positive partnerships with other settings. They attend transition meetings and share information with staff at schools that children transfer to. This helps children to make continued good progress.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management compromise children's welfare. Nevertheless, children's independence is appropriately supported. For example, children learn how to wash their own hands. They fetch their own tissues to wipe their noses. Staff provide suitable opportunities for children to enjoy fresh air and exercise. For instance, children use the slide, ride bicycles, and learn to throw and catch large balls. Staff support children's emotional well-being effectively. For example, they offer flexible settling-in sessions and tailor these to each individual child's need. This helps children to build positive attachments and settle into their new environment with ease.

Outcomes for children are good

Children are confident and demonstrate positive attitudes to their learning. They are gaining the key skills in readiness for school. Children approach visitors and talk to them about their learning. They share toys with their friends. They develop their literacy skills singing action songs about the sounds that letters represent. Children feed themselves competently with spoons and pour their own drinks from jugs without spilling. They use good manners, saying 'please' and 'thank you' to others.

Setting details

Unique reference number	EY478760
Local authority	Milton Keynes
Inspection number	10064860
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	28
Name of registered person	Coffee Tots Pre-school Committee
Registered person unique reference number	RP519663
Date of previous inspection	11 February 2016
Telephone number	01908 200130

Coffee Tots Pre-school re-registered in 2014. It opens on weekdays during school term times. The opening hours are from 8.30am to 11.30am and from 12.15pm until 3.15pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight members of staff. Of these, six work with children. Four members of staff hold relevant qualifications at level 3 and one holds a qualification at level 2.

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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