

# The Den

Britannia Buildings, Coventry Road, Burbage, Hinckley, Leicestershire  
LE10 2HL



<b>Inspection date</b>	28 March 2019
Previous inspection date	23 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not met (with enforcement)	
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

### This provision is inadequate

- The provider fails to complete a full range of recruitment checks for new staff, including a Disclosure and Barring Service (DBS) check, to ensure their suitability to have regular contact with children. This has an impact on the safeguarding and welfare of children.
- The provider does not ensure that practitioners designated to take lead responsibility for safeguarding children have relevant, up-to-date training for this role.
- Managers and staff do not use assessments of children's progress and the identified next steps in their learning effectively to provide purposeful challenge and support to further their development.
- Managers and staff do not provide sufficient opportunities for younger children to investigate, experiment and explore using a range of materials.
- The provider does not have sufficient systems in place to provide effective communication for all parents whose home language is not English.
- The provider does not monitor and evaluate the quality of provision well enough to ensure that all requirements are consistently met and improvements are implemented to fully support children's care, learning and development.

### It has the following strengths

- Managers and staff develop strong attachments with children, which helps children to feel safe and secure while at the setting. Children are confident to explore the environment, and select and use play resources that interest them.

## 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 vetting and recruitment procedures are robust and ensure the suitability of all staff	18/04/2019
ensure that practitioners who are designated to take lead responsibility for safeguarding children complete a child protection training course relevant to that role.	09/05/2019

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

	Due date
provide more opportunities for younger children to explore, experiment and express their creativity	18/04/2019
improve the quality of teaching so that staff use children's next steps for learning to provide more-purposeful challenge and interest for children's learning.	18/04/2019

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

- develop ways to communicate more effectively with parents whose home language is not English
- improve self-evaluation and the monitoring of provision, so that improvements are identified and action is taken to implement and maintain them.

### Inspection activities

- The inspector held discussions with the managers, staff and parents.
- The inspector observed children's activities and children's interactions with the staff.
- The inspector considered various policies and records, including those for accidents, qualifications and training, children's attendance, children's learning and development, and risk assessment.
- The inspector had a tour of the areas used for childcare.

**Inspector**  
Mark Evans

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider does not monitor the quality of provision well enough to ensure that any improvements to meet with requirements are sustained. For example, she does not ensure that suitability checks are completed for newly recruited staff in a timely manner. As a consequence, children's welfare is not fully safeguarded. Additionally, managers, who have designated responsibility for safeguarding children within the setting, do not have current child protection training to support this position. Unqualified staff complete relevant childcare qualifications. Additionally, they receive regular supervision meetings with the provider and they attend team meetings. This enables the provider and staff to share relevant information and helps to support their knowledge and practice for children's care and development. However, the quality of teaching is not yet good enough to ensure that children make the best possible progress. Managers and staff regularly share verbal information with parents to help continuity of care for children. However, communication with some parents, whose home language is not English, is not always effective where information is only shared verbally. Parents comment positively that their children are happy when at the setting.

### Quality of teaching, learning and assessment requires improvement

Staff accurately assess children's progress, but they do not use this information well enough to fully support children's learning. For example, staff plan to use singing and rhymes to emphasise the use of single words to promote the language development of younger children, but do not implement this effectively in teaching practice. Staff do not provide a wide enough range of activities and resources to provide younger children with sufficient opportunities to explore different types of media and materials. As a result, children lack experiences and opportunities to experiment and express their creativity. Children have a warm and welcoming learning environment, with consideration given to their interests. Children initiate their play and staff engage with them at their level, using commentary to assist children's understanding and learning. Staff obtain information from parents on their child's prior learning when they first attend the setting. This helps staff to make an early assessment of children's starting points and to establish planning for their future learning. Older children use construction resources to make models. While doing so, they show pleasure in their achievements, sharing their thoughts and ideas with staff. Younger children show interest in shaped objects and attempt to post wooden shapes through matching sized holes.

### Personal development, behaviour and welfare are inadequate

Children's welfare is compromised because of the safeguarding weaknesses identified within the leadership and management. Managers and staff are warm and friendly and have positive relationships with the children. Staff praise children for their efforts and successful attempts during play. This encourages children to persevere if they encounter difficulties, and to enjoy their achievements. Staff help younger children to understand how to behave appropriately and to keep themselves safe. For example, they advise them not to walk over a storage box containing toy cars, so they do not damage the resources or fall and hurt themselves. Younger children are encouraged to feed themselves and they benefit from a healthy range of meals and snacks.

## Outcomes for children require improvement

Children, including those learning English as an additional language, make typical progress from their starting points. They do not make better progress because staff do not consider children's identified next steps for learning to fully support their development. Children are motivated to self-select resources which they explore and play with. Younger children enjoy holding chalks and large marker pens to make random marks with different strokes on a chalkboard and white board. They show interest in using books to look at the illustrations, and use this activity to vocalise socially with staff and to develop new sounds and words. Young children are encouraged to do tasks for themselves to increase their independence and help transition for their future learning.

## Setting details

<b>Unique reference number</b>	EY553252
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10091993
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	16
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Kay, Sarah Louise
<b>Registered person unique reference number</b>	RP553251
<b>Date of previous inspection</b>	23 October 2018
<b>Telephone number</b>	07785537532

The Den registered in 2017 and is located in Burbage, Leicestershire. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a relevant qualification at level 2. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting also offers before- and after-school care as well as holiday care.

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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