

Little Bright Stars Pre-school



25-28 Princess Street, Training Education and Enterprise Centre,
BURTON-ON-TRENT, Staffordshire DE14 2NW

Inspection date	8 April 2019
Previous inspection date	23 March 2016

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

Summary of key findings for parents

This provision is inadequate

- Staff do not have a good enough understanding of wider safeguarding issues which include the 'Prevent' duty, female genital mutilation (FGM) and child sexual exploitation (CSE). This compromises children's welfare.
- The provider does not have effective procedures in place to fully assess staff suitability.
- The provider has failed to act on information provided about a child's medical need. Written permission to administer medication is not in place for all children.
- Risk assessments are ineffective. The toilet which the children use is also used by other adults coming to the centre for meetings. The provider and staff have failed to consider the risk this poses to children.
- Children's well-being is not supported as the provider has not reviewed her premises to ensure there is provision of space for children under the age of two.
- The provider does not use supervision effectively to provide staff with the support, coaching and training they need in order to support children's learning effectively. Staff do not fully adopt key-person responsibilities. Children are not reaching their full potential and do not receive support or any early intervention they may need.
- Teaching is not strong. Activities are not organised well enough to meet the individual children's learning abilities. Consequently, children become disengaged and disruptive.
- Observation and assessment are not precise enough. Staff do not initially obtain information from parents to identify children's starting points in learning. They do not use their observation and assessment or parents' information to plan activities to challenge the children effectively or monitor their progress.

It has the following strengths

- Children are happy and confident. Staff are welcoming and children enjoy spending time at the pre-school.

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 that all staff have a clear up-to-date knowledge of wider safeguarding issues, which include FGM, the 'Prevent' duty and CSE	07/05/2019
ensure robust staff recruitment procedures are in place to make sure all practitioners working with children are suitable	07/05/2019
obtain information from parents about children's need for medicine	07/05/2019
ensure that medication is administered only when written permission has been obtained from parents	07/05/2019
provide adequate separate space for children aged under two years	07/05/2019
review and carry out a risk assessment for the use of the toilets when other adults are on the premises using the meeting rooms and facilities	07/05/2019
ensure supervision of staff is effective in supporting them in using their observations and assessment, and gathering information from parents, to plan the next steps in children's learning effectively	03/06/2019
provide staff with effective support, coaching and training to improve the quality of teaching to ensure children are provided with learning experiences that meet their individual needs	03/06/2019
ensure that staff understand the role of the key person in tailoring care to meet children's individual needs.	03/06/2019

To meet the requirements of the early years foundation stage and Childcare

Register the provider must:

	Due date
develop systems for observation and assessment and the quality of teaching to identify areas where children need additional support to develop key skills so they make the best possible progress	28/06/2019
put in place arrangements for discussing with parents if a child's progress gives cause for concern, including any support, to act on this and secure any necessary early interventions.	28/06/2019

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector viewed a range of documentation, including risk assessments, medical permissions and evidence to confirm staff suitability.
- The inspector held a meeting with the provider.

Inspector

Johanna Holt

Inspection findings

Effectiveness of leadership and management is inadequate

The provider does not monitor the overall quality of the provision. This has resulted in a sharp decline in the quality of care provided. As a result, there are several breaches of welfare and learning and development requirements. Safeguarding is ineffective. Staff knowledge and the provider's understanding of wider safeguarding issues, such as FGM and CSE, are weak. However, staff have sufficient knowledge of what procedures they would follow if they have concerns about children in their care. The provider has failed to robustly check the suitability of her staff. Staff have not completed application forms and there is no evidence of interviews taking place. In addition, references have not been followed up and gaps in employment history fully accounted for. Inadequate arrangements for staff supervision have resulted in poor practice and inadequate teaching. Staff report they have formal supervisions and records of this are documented. However, systems to supervise and support staff development are not effective. As a result, staff poor quality of teaching and poor practice go unchallenged. Nevertheless, parents report that they are happy. The provider offers opportunities for parents to join their child at pre-school in activities, such as afternoon tea to celebrate Mother's Day.

Quality of teaching, learning and assessment is inadequate

When children first enter the pre-school, staff do not find out about their current levels of development. They do not gather sufficient information from parents and carry out observations to assess the child's starting points. Staff attempt to track their progress over time, but this is inconsistent and inaccurate. They are not identifying the most relevant or targeted next steps in children's learning. Staff are especially failing to sufficiently identify, monitor and address children's development in the prime areas where this is significantly below expected development levels. Consequently, some children are not making the progress they should. Observations and assessments do not provide staff with the information that they need to know to successfully support children's learning. As a result, they are unable to create stimulating and challenging activities that support children's next steps in learning. This is particularly evident with children under the age of two who are accommodated in the one room alongside three- and four-year-old children. This does not meet children's individual needs. The quality of teaching is inadequate as it does not differentiate between the ages of the children and their abilities. This leaves younger children bored and disengaged.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management have an impact on children's safety and welfare. The organisation of the pre-school does not suit all children's individual needs. Young children spend time running around the room kicking balls, tripping over and not being engaged in purposeful learning activities. Teaching is weak in helping children to understand how to follow simple instructions. Staff do not give children clear guidance about what is expected from them. As a result, children do not follow basic requests which has an impact on the routine of others who have to wait for staff to manage disruptive behaviour. However, children enjoy physical activities and fresh air at the park. They start to learn about the dangers of the road as they are asked to stop, look and listen before they cross. Children are learning about healthy lifestyles as they wash their

hands after the trip to the park and before eating, to 'wash the germs away'.

Outcomes for children are inadequate

Children, including those learning English as an additional language, do not make good progress. Staff do not make the best use of opportunities to promote children's communication and language during routine activities. Weaknesses in different aspects of teaching mean that children's ongoing learning needs are not sufficiently addressed. Children who have been identified as working below expected levels do not have support plans or early intervention to help them make progress. Their progress and preparation for future learning are hindered. Despite this, children are developing some skills for their future learning. For example, during certain adult-led activities, children are learning early mathematical skills through counting, colours and shapes. They have opportunities to explore literacy through mark marking with white boards and pens.

Setting details

Unique reference number	EY393762
Local authority	Staffordshire
Inspection number	10074257
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	26
Number of children on roll	9
Name of registered person	Twinkle Tots Partnership
Registered person unique reference number	RP909093
Date of previous inspection	23 March 2016
Telephone number	01283 741111

Little Bright Stars Pre-school registered in 2009 and is located in Burton-on-Trent, Staffordshire. It employs three members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The manager has qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. It 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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