

# Discovery Vine Childcare Centre - Longsands



Longsands CP School, Longsands Lane, Preston, Lancashire PR2 9PS

<b>Inspection date</b>	3 May 2019
Previous inspection date	25 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
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 manager, who is the designated safeguarding lead, does not ensure that concerns regarding children's safety and welfare are routinely documented and shared with relevant agencies. In addition, the manager does not always ensure vulnerable children are provided with appropriate support to promote their well-being.
- Children are not consistently taught to use cutlery and develop their table manners at mealtimes to promote their independence and self-care skills.
- Staff do not always consider ways to further include children with speech and language delay in activities to help narrow gaps in their development.

### It has the following strengths

- Children thoroughly enjoy forest school activities. They are supported to take safe risks and show confidence in climbing trees and exploring the natural world.
- Staff build strong relationships with children and they know their key children well. This means children seek comfort and praise from their key persons and enjoy their company.
- Staff understand the children and are keen to follow their interests, adapting the environment and resources to ignite their curiosity.
- Children's self-confidence is consistently promoted, which is reflected in their sense of pride and eagerness to share their successes with staff.

## What the setting needs to do to improve further

### To meet the requirements of the Childcare Register the provider must:

	Due date
implement safeguarding training, policies and procedures to ensure leaders and staff are alert to and respond appropriately to any issues of concerns in a child's life, in order to safeguard children and promote their well-being.	17/05/2019

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

- develop staff understanding of how to better support children with speech and language delay in order to swiftly narrow gaps in their learning and development
- improve practice so children learn to develop their independence and self-care at mealtimes, in preparation for the transition to school.

### Inspection activities

- The inspector viewed a range of documentation and spoke to staff about children's development.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching, indoors and outdoors.
- The inspector spoke to staff, parents and children about their views and experiences of the pre-school.
- The inspector held a leadership and management meeting with the manager.

### Inspector

Shauneen Wainwright

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The manager, as the designated safeguarding lead, does not follow the safeguarding procedures in place or implement her knowledge, to ensure that children are safe. Staff demonstrate a secure knowledge of safeguarding and understand the steps to take to keep children safe. The induction and supervision procedures are robust and identify areas of development for all staff. Staff are then allocated appropriate support and training programmes to enhance the quality of teaching. The manager seeks the views of parents, professionals and children, and evaluates the strengths and weaknesses of the setting to secure continuous improvement. The manager has built strong relationships with local schools to support children's transitions.

### Quality of teaching, learning and assessment is good

Children enjoy a variety of challenging learning opportunities throughout the day. After a recent trip to the farm, children have been excited to raise their own chicks and delight in the responsibility this involves. Children's interests are followed and used to inform planning and teaching. Children value their learning opportunities and feel confident to approach staff about their ideas. For instance, a child's drawing of a treasure map leads to the whole class going on an adventure to find hidden gold. Children are highly engaged with forest school activities and build on their confidence and independence through their free exploration of the outdoor environment.

### Personal development, behaviour and welfare are inadequate

Significant weaknesses in leadership mean that when concerns about children's welfare are identified, their emotional well-being is not always fully supported. However, children play safely at the pre-school, due to robust risk assessments. Children enjoy strong relationships with their key person and are confident to seek reassurance from familiar adults when overwhelmed or unsure. Children are eager to share their positive experiences with members of staff, and benefit from their praise and attention. All children, including those with special educational needs and/or disabilities (SEND), are supported to communicate their needs.

### Outcomes for children are good

Through forest school activities, children are confident to take safe, supervised risks, working with real tools and eagerly exploring the undergrowth while looking for new adventures. Early years pupil premium funding is thoughtfully utilised, to ensure that it has the best possible impact on children's individual needs. Children are respectful of others and independently consider needs outside of their own. For instance, all children know to use a soft voice around the chicks so they do not feel afraid. All children make good progress.

## Setting details

<b>Unique reference number</b>	EY479191
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10076130
<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>	2 - 4
<b>Total number of places</b>	110
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Discovery Vine Limited
<b>Registered person unique reference number</b>	RP520266
<b>Date of previous inspection</b>	25 February 2016
<b>Telephone number</b>	01772798022

Discovery Vine Childcare Centre - Longsands registered in 2014. It is one of seven settings run by Discovery Vine Limited. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above, including the manager who holds early years professional status. The setting is open Monday to Friday from 9am until 3pm during term time. The out-of-school care is open from 7.45am to 9am and 3.15pm to 5.45pm during term time, and from 7.45am to 5.45pm during school holidays. The setting provides funded early education for two-, three- and four-year-old children. The nursery supports children with SEND.

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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