

Happygems Pre School

London Borough Of Bexley, Crayford Library, 175 Townhall Square,
Crayford, Dartford, Bexley DA1 4FN



Inspection date	5 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
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

- The manager has insufficient knowledge and understanding of safeguarding procedures. For instance, she does not know the procedure to follow in the event of an allegation being made against a member of staff. Therefore, children's safety and welfare are compromised.
- Staff do not ensure children are consistently well supervised. Consequently, children are not safe and their needs are not met.
- The manager does not put arrangements in place for the supervision of staff to help to improve their practice. As a result, the quality of teaching and learning is inconsistent.
- Partnerships with parents and other professionals are not effective, resulting in poor continuity of care. For instance, the manager does not gather information about children's development from other settings they attend.
- Staff do not give clear messages to children about appropriate behaviour boundaries at mealtimes. As a result, children's behaviour is negative and has an impact on their well-being and confidence.
- The manager does not obtain all the required information from parents when children start. This means that children's health and well-being are compromised.
- Staff are not aware of children's individual needs, to help close any gaps in their learning. This includes children who are exceeding expected levels of development.
- The key-person system is ineffective. Staff do not assess children's starting points and stages of development in order to identify and share appropriate next steps in their learning with parents.
- The manager does not have effective self-evaluation systems to help identify and target key weaknesses, to meet the requirements of the early years foundation stage.

It has the following strengths

- Children are settled in the pre-school and build positive relationships with the staff.

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
improve safeguarding knowledge and practice, with particular regard to any allegation against staff	31/07/2019
ensure arrangements so that children are adequately supervised at all times	31/07/2019
develop effective supervision so that staff are provided with appropriate support, coaching and training to help them to provide good-quality care and learning experiences for all children	11/09/2019
ensure partnership with parents and other professionals to help meet the needs of children	11/09/2019
ensure staff manage children's behaviour in an appropriate way	11/09/2019
ensure that all required information about children, including health and emergency contact details, is readily accessible and available	11/09/2019
develop systems for observation to identify all children's individual learning needs and plan suitably challenging activities to ensure all children make good progress	11/09/2019
assign each child a key person to help ensure every child's care is tailored to meet their individual needs.	11/09/2019

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

- develop an effective self-evaluation system to identify and address weaknesses in practice and use effective methods to gather feedback from parents, children and staff.

Inspection activities

- The inspector had a tour of the premises and observed activities and interactions between staff and children.
- The inspector spoke with the manager, some children, parents and staff throughout the inspection.
- The inspector looked at evidence of the suitability and qualifications of staff working in the setting.
- The inspector completed a joint observation with the manager.
- The inspector viewed documentation, including the safeguarding policy and procedures.

Inspector
Angela Colman

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The manager does not fully understand her role in ensuring appropriate policies and procedures are implemented effectively to help safeguard children. For instance, staff do not ensure children are supervised effectively at all times. The manager demonstrates a poor understanding of the processes to follow if there is an allegation made against a member of staff or if she has to deal with complaints. This compromises children's safety and well-being. Supervision of staff is not effective. The manager does not support staff to attend training, to support their ongoing professional development to raise the quality of their practice. Although the manager receives support from the local authority, she has not established an effective self-evaluation process to identify weaknesses to enable her to improve. In addition, systems are not in place to gather feedback from staff, parents and children to help drive improvements forward. For instance, parents do not have the opportunity to share their concerns about the learning environment. The manager does not work closely enough with parents to carefully plan targeted activities to help close any gaps in children's learning. Therefore, partnership with parents is poor and does not help to support children's individual needs being met. Although staff carry out risk assessments for the setting and local trips to the library and park, some documentation is not kept up to date. For instance, not all children's records are accessible and available on site, such as children's emergency contact details and their medical history. This places children at risk.

Quality of teaching, learning and assessment is inadequate

Staff have a poor understanding of the early years foundation stage and do not demonstrate good teaching skills. Staff do not track children's learning and development accurately and plan meaningful and challenging activities for all children to improve their learning. Although staff provide a range of toys and activities, they do not engage children's interests or meet their individual needs. As a result, children do not sustain their interest in activities and do not make good progress from their starting points. This is evident during adult-led activities. Staff do not consider children's developmental needs when planning, including those who are exceeding their expected stage of development. Managers do not engage parents sufficiently in their child's learning and development. The key-person system is ineffective. Parents are not aware of who their child's key person is. As a result, parents are not clear what their child is learning and how they can support their child.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding have a significant impact on children's care and well-being. Staff do not manage children's behaviour consistently. Therefore, children do not follow guidelines for behaviour and conduct, and this affects how they relate to others. Although staff provide healthy meals and snacks, children play with toys at the table and distract others while they are eating. As a result, staff do not support children to learn good eating habits. Children are not assigned a key person to help ensure their care and education are tailored to their needs. This has an impact on their well-being and confidence. Staff do not evaluate the accessibility of the learning environment to ensure areas are suitable for all children. For example, they do not provide steps for children to

use when washing their hands at sinks in the bathroom. Therefore, children do not develop their independence skills as well as they should.

Outcomes for children are inadequate

Due to the weaknesses in teaching, not all children, including those in receipt of additional funding and those who speak English as an additional language, make as much progress as they should. Children are learning some basic skills ready for the next stage of their learning. For example, they develop their motor skills as they pour their own water from the jugs. On occasions, they practise some skills in their play. For example, older children develop their mathematical skills when counting the balls as they play basketball and identify numbers they recognise.

Setting details

Unique reference number	EY557844
Local authority	Bexley
Inspection number	10105692
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	25
Number of children on roll	6
Name of registered person	Happygems Day Care Limited
Registered person unique reference number	RP907672
Date of previous inspection	Not applicable
Telephone number	07807729720

Happygems Pre School registered in June 2018. It is open from 9am until 3pm, term time only. The pre-school offers funded places for two- and three-year-old children. The setting has three members of staff. Of these, one holds an early years qualification at level 5 and the other staff hold qualifications at level 2 and 3.

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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