

Inspection of Little Bounders Preschool

Paulsgrove Community Centre, Marsden Road, Portsmouth PO6 4JB

Inspection date: 3 December 2019

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to share information with Ofsted about changes to committee members. This is required to enable Ofsted to assess their suitability to oversee the running of a pre-school. There is no information available to show that necessary enhanced Disclosure and Barring Service (DBS) checks for committee members are in place. Senior staff state that committee members are never left unsupervised with children. However, unchecked committee members do have contact with children during events and outings. This compromises children's well-being. In addition, at the time of inspection, information about staff recruitment was also limited. There were gaps in the provider's vetting records. It was not possible to verify that staff recruitment processes are consistently safe, in order to assure children's welfare.

Educationally, staff have high expectations of all children. They prioritise activities that support children's good communication skills. Children are vocal. They behave well as they link up with good friends to discuss a mixture of topics.

Children demonstrate physical agility in a variety of ways. For instance, they took part in a 'dough disco' activity. They flexed their hand muscles as they vigorously moulded dough. They moved their hands to the rhythm of upbeat music. Children opened their palms wide and stretched their fingers. Staff modelled different movements. Children accurately replicated actions as they squeezed the soft dough and proudly attributed meaning to their finished dough shapes. At times, however, older children move too quickly between rooms. This can be disconcerting for young children exploring the area.

What does the early years setting do well and what does it need to do better?

- There are clear weaknesses in the self-evaluation process and the provider has breached a number of requirements. They have not informed Ofsted about changes to the pre-school committee. The provider does not have effective processes in place to check that committee members complete necessary forms and share these with Ofsted. They could not demonstrate that appropriate suitability checks have been done. The provider has also failed to keep accurate records about staff vetting procedures. There are missing details relating to DBS checks. It is not apparent when checks were obtained and by whom. This gives an incomplete picture of staff recruitment and of whether the process is thorough enough to ensure children are protected.
- The provider does not offer effective support for senior staff to fully understand their roles and responsibilities. Senior staff step into the lead role when the manager is not available. However, they lack some confidence when they are discussing the setting's policies and procedures.

- Despite the provider being notified of the inspection taking place, all necessary records were not easily accessible as required. For example, important records such as first-aid certificates were only available to view in the last few minutes of the inspection.
- Staff create a positive atmosphere where children are given the space and time to learn. They are incredibly sensitive to the needs of new children and families. Staff speak to parents to find out which comfort items they can introduce to help children settle quickly. They encourage even the youngest and quietest children to contribute to discussions. Children raise their hands to suggest what will happen in stories and to complete sentences in favourite books.
- Children are fiercely independent and they display high levels of determination as they complete tasks for themselves. Children from a broad range of backgrounds are well prepared for the challenge of moving to school. Young children collect fresh nappies from their bags. They take them across to staff when they recognise that they need to be changed. Children carefully pour drinks into cups for themselves and friends.
- The staff form close links with professionals who work at local schools. They share information about children who are moving into the Reception-year group. They provide details about children who work well together. This is helpful for teachers who are allocating children to new classes. Staff are slightly slower to form strong links with practitioners at other early years settings children attend. They gain less information about children's development, to help them establish a shared approach to their learning and care.
- Staff reflect on some aspects of their practice. They identified that sometimes older children move between the main room and the kitchen area too quickly. They are continuing to formulate rules with children to help them be mindful of others using the indoor space.

Safeguarding

The arrangements for safeguarding are not effective.

Procedures for ensuring the suitability of committee members and staff are weak. Therefore children's welfare is not assured. However, staff do have a clear understanding of child protection and the type of issues which have an impact on children's lives. They understand how important it is for parents to be able to meet children's developmental and medical needs. They offer help and assistance to families who they identify require more support. Staff know how to raise concerns promptly with agencies who have responsibility for safeguarding children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement effective processes to share information about changes to committee members with Ofsted, to make sure Ofsted is always aware of who is overseeing the running of the pre-school	28/01/2020
ensure that all committee members submit necessary forms to Ofsted to allow it to carry out essential background suitability checks	28/01/2020
keep accurate records of the vetting processes for staff, including where there have been breaks in employment, to evidence details of when enhanced DBS checks were obtained and by whom	28/01/2020
provide support for senior staff to fully understand their roles and responsibilities, so that they can provide effective cover when the manager is unavailable	28/01/2020
ensure that all required records relating to the running of the setting are readily available and accessible for inspection.	28/01/2020

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

- increase support for children to help them consider the needs of others when they are moving around indoors
- strengthen partnerships with staff at all other early years settings that children attend, in order to provide children with high levels of consistency in their learning
- develop systems for self-evaluation to promptly identify all areas for improvement and to raise standards of care.

Setting details

Unique reference number	EY550929
Local authority	Portsmouth
Inspection number	10130750
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 3
Total number of places	24
Number of children on roll	18
Name of registered person	Little Bounders Pre-School Committee
Registered person unique reference number	RP522605
Telephone number	07563375175
Date of previous inspection	Not applicable

Information about this early years setting

Little Bounders Preschool re-registered in 2017 after moving premises. However, the committee that runs the pre-school first registered in 1990. The setting operates from Paulsgrove Community Centre, Portsmouth. There are five staff who work directly with children; four of these hold childcare qualifications at a level 3. The pre-school is in receipt of free early education funding for children aged two and three years. The pre-school is open on Monday, Tuesday, Wednesday and Friday, between 9am and 3pm. On Thursday they are open between 9am and midday. The setting is open during term time only.

Information about this inspection

Inspector
Julie Bruce

Inspection activities

- The inspector took a learning walk with the deputy manager at the start of the inspection. They talked about how staff plan activities to meet children's needs.
- The inspector and the deputy manager evaluated the effectiveness of a planned group activity.
- Parents offered their opinions about the pre-school.
- The deputy manager joined the inspector for a leadership and management meeting. They discussed support offered to both staff and children.
- The inspector spoke to staff about the progress children in their key groups have made since they started at pre-school.

We carried out this inspection 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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