

# Inspection of Bushytails Pre-School

Kingsthorpe Village Primary School, Knights Lane, Northampton, Northamptonshire  
NN2 6QL

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Inspection date: 12 March 2020

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The quality of practice has declined significantly since the last inspection. Children's welfare is not fully assured. Recruitment processes are not effective in ensuring that all staff are suitable to work with children. Staff and members of the committee do not all have a good understanding of their roles and responsibility to safeguard children. The key-person system is not effective in tailoring learning to children's individual needs.

Children's learning experiences are not always positive and the learning environment is noisy and chaotic at times. This means that children are not able to concentrate and learn effectively. For example, children take part in an activity where they wash their hands using liquid soap and sponges. Staff ask some simple questions about what they are doing. However, their interactions do not maintain the interest of the children and they quickly lose interest and wander off.

Staff do not have high expectations for children's behaviour and attitudes. They are not deployed effectively enough to ensure that children receive the attention and support they need. Children are not inspired to engage in meaningful play. They become bored quickly and this results in children becoming disengaged from their learning. Staff do not implement consistent strategies to manage children's behaviour. At times, children are left to run around unsupervised which results in frequent bumps and accidents.

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

- Staff deployment is weak and children are not always supervised effectively. Staff do not recognise when they need to adjust what they are doing to support the needs of the children. Staff do not teach children to understand expectations and boundaries. On several occasions during the inspection, the inspector identified risks to children's safety that the manager and staff did not see. For example, staff do not always notice when children hit others or respond when they throw toys. They fail to address negative behaviour effectively and this impacts on children's play and learning.
- Children are generally happy to attend and most separate from their carers without fuss. Staff welcome parents and children with a smile when they arrive. However, not all staff are skilful or proactive in engaging children in play. Some quieter and less-confident children are left to wander from one activity to another with little interaction from staff. This does not support children's well-being.
- Parents spoken to on the day of inspection comment that their children are settled and happy to attend. However, key persons do not always share important information with parents, to help them understand their children's

level of development. Appropriate complaints procedures are not followed in response to concerns raised by parents and any action taken is not recorded.

- Staff provide children with opportunities to play outdoors and develop their physical skills. For example, children build walkways with crates and demonstrate their balance and coordination skills as they walk across them. However, staff often stand and watch the children as they play. Their lack of meaningful interaction does not support children to extend their learning.
- Children are confident communicators. They enjoy engaging in conversations with visitors about what they are doing. For example, they are keen to describe the 'rainbow' they are painting and can name some of the colours. Other children are confident to ask them for paper, so that they can paint a picture too.
- Staff provide children with healthy snack choices and support them to wash their hands before eating. Children help themselves to raisins and chopped-up apple from bowls on the table using their fingers. However, staff do not notice when children put some of their food back. This does not support good hygiene practice and children risk cross-contamination as they pick up foods that other children have already touched.
- Lunchtime is not a positive or sociable experience for children. Staff are often preoccupied attending to routine duties. As a result, children engage in disruptive behaviour and noise levels become very high. Some children cover their ears with their hands and others become upset and anxious. Although staff see what is happening, it is the manager who intervenes and comforts the child who is crying. The lack of support from staff affects children's enjoyment and does not support their individual needs.
- Leaders and managers fail to recognise significant weaknesses in practice. They do not have effective systems in place to evaluate and monitor the quality of the provision. Since their last inspection, there has been a number of changes to the committee. This has resulted in an unsettling time for the manager and the staff team. The new chairperson of the committee and the manager demonstrate a positive attitude towards working together to address any necessary improvements.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety is not assured. Safer recruitment procedures are not followed to check that staff are suitable for their role. Identity and vetting checks are not always completed. Staff inductions do not include safeguarding or child protection training. Some staff and committee members do not have a good understanding of safeguarding. This means that they do not have the knowledge to respond appropriately to any concerns about children's welfare, or to an allegation made against a member of staff. Staff implement effective systems to ensure the premises are secure.

## **What does the setting need to do to improve?**

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure the committee, managers and staff are trained to understand and implement the safeguarding policy and procedures, in particular their knowledge and understanding of how to respond and report allegations against a member of staff	27/04/2020
ensure robust procedures are in place for recruitment, including detailed records about the identity and vetting processes, to ensure that staff are suitable to work with children	27/04/2020
ensure induction procedures are rigorous, and that staff are trained to understand and implement the safeguarding policy and procedure	27/04/2020
ensure staffing arrangements provide children with adequate supervision to meet their learning and welfare needs	27/04/2020
ensure the key-person system is effective in meeting the learning and care needs of all the children and that parents are fully informed of their children's progress	27/04/2020
ensure that strategies used to manage children's behaviour are effective and consistently support children to learn to manage their feelings and gain an understanding of how their behaviour can have a negative impact on others	27/04/2020
implement effective practices to ensure children's good health and hygiene, with particular regard to minimise the risk of cross contamination at snack time	27/04/2020

keep a written record of any complaints made, including the actions taken	27/04/2020
ensure the arrangements for monitoring staff practice are effective and provide support, training and coaching to improve interactions with children and engage them in purposeful play to promote their learning	27/04/2020

## Setting details

<b>Unique reference number</b>	EY271062
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10073269
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Bushytails Pre-School Committee
<b>Registered person unique reference number</b>	RP521717
<b>Telephone number</b>	07765 970 912
<b>Date of previous inspection</b>	14 April 2016

## Information about this early years setting

Bushytails Pre-School registered in 2003. The pre-school is located on the site of Kingsthorpe Village Primary School, Northampton. The pre-school employs seven members of childcare staff. Of these, four members of staff hold appropriate early years qualifications at level 3 or 5. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm with a lunch club on Monday to Thursday from 11.45am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Newcombe

## Inspection activities

- The inspector completed a learning walk with the manager and discussed how the early years curriculum is organised.
- The inspector held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector held a meeting with the manager and looked at relevant documents, including evidence of the suitability of staff working in the pre-school and members of the committee who have responsibility for overseeing the running of the provision.
- The inspector spoke to parents during the inspection and took account of their views.

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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