

Inspection of Little Lions Preschool

Empower Centre, 47 Botley Drive, Havant, Hampshire PO9 4PJ

Inspection date: 16 July 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

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 senior leadership team do not ensure that the manager and her staff have sufficient knowledge of safeguarding to meet children's needs. Staff do not receive the training or support to help them understand about wider safeguarding concerns. As a result, staff do not know how to recognise when children might be at risk of harm. Children build relationships with staff. Younger children benefit from the bonds they make. Staff provide comfort and reassurance, such as when they cuddle children as they fall asleep. However, some older children, who are not able to communicate their needs, become frustrated. They cry when they cannot make their needs and wishes known. Staff offer comfort, but this is not effective for all children to help them feel happy and safe.

Children are cared for by qualified staff. The manager is clear about her curriculum intent following the impact of the COVID-19 (coronavirus) pandemic. However, staff do not use their knowledge of children to plan effectively for their individual learning needs. Children who are in receipt of additional funding and those with special educational needs and/or disabilities (SEND) do not make good progress in their communication and language skills. Some staff who take the lead roles in supporting children with SEND, are not given the training or support they need. Staff do not consider how to tailor learning to build good quality experiences that support their play and learning. Children who have specific needs play and are occupied. However, they do not receive the targeted, focused teaching support they require from the staff in their early education. Staff are not successful in knowing what they want children to learn next. At times, children's learning for this specific group is incidental.

Children behave well. They play cooperatively with friends and develop good physical skills. For instance, children enjoy throwing and catching balls and practise kicking footballs to each other. The manager has made effective changes to the setting to provide more opportunities to help children gain fresh air and exercise. For instance, children enjoy playing races and notice the effect exercise has on them. They learn how to drink regularly to rehydrate themselves.

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

- The senior leaders do not ensure that staff, including the person who takes the designated role for safeguarding, have a sufficient knowledge of wider safeguarding matters, in line with their local children's safeguarding partnership. This means that staff are not able to identify and report any concerns about children. This places children at risk of harm and significantly compromises their safety and well-being.
- Staff do not ensure that children are supported well enough in their learning, to

help them make the progress they are capable of. Children who are in receipt of additional funding, including those with SEND, do not receive targeted teaching and learning opportunities. Staff recognise that some children need additional support with their speech and language. However, targeted planning to identify what support they need and how this will be put in place is not clearly understood by all staff. Older children who struggle to make their feelings known become frustrated at not being able to communicate their needs. Some younger children need additional support to help them speak clearly. Staff do not put in place effective tools to help children communicate what they need. This leads to children becoming frustrated and upset.

- Those staff who take the roles of special educational needs coordinator (SENCo) are not supported well enough to understand their roles and responsibilities. Senior leaders do not check what knowledge staff have or provide effective training, support or coaching for staff to help them understand or fulfil their roles. This means that some staff do not have the necessary knowledge and skills to be effective in their roles. As a result, although staff have developed communication between themselves and other professionals involved in children's care, they do not follow the advice given. This leads to a lack of targeted intervention to support children's individual needs.
- Partnerships with parents are well developed and parents speak highly of the pre-school. The manager and her staff work hard to develop daily exchanges of information with parents about their children. Parents comment on how important this has been to them during the COVID-19 pandemic, when not all children were able to attend.
- Children learn about positive behaviour. They recognise and respond to staff requests and, overall, understand the differing needs of their friends. For instance, they understand the need to share toys and resources with each other. Children are polite and courteous with staff and with their peers.
- Opportunities for children to be physically active have been a focus for the manager and her staff. They have made changes to the indoor and outdoor environment to help children benefit from active play. Children enjoy developing their growing physical skills, such as when they practise balancing along the large tyre. Staff encourage children to take some risk, supervising them closely.

Safeguarding

The arrangements for safeguarding are not effective.

Senior leaders do not ensure that staff have a secure understanding of safeguarding, in line with local procedures. The person who takes responsibility for safeguarding does not know about wider safeguarding concerns. As a result, she is not able to share her knowledge with her staff to enable them to know how to recognise and report concerns about children. Staff supervise children, when playing both indoors and outside and the pre-school premises are secure. All staff hold a current paediatric first-aid qualification.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
ensure all staff, including the person who takes the lead responsibility, have a secure knowledge and understanding of the signs that might indicate children are at risk of harm, including from wider safeguarding matters, in line with the local safeguarding children partnership	30/07/2021
ensure the setting's special educational needs coordinator (SENCo) has a clear understanding of how to fulfil the role and meet the needs of children who attend	01/09/2021
ensure staff provide good quality learning experiences, and effective support and interaction for all children, including those with special educational needs and/or disabilities (SEND), to help them make good progress, particularly in their communication and language skills	01/09/2021
ensure that staff use their assessment effectively to tailor activities and teaching to meet children's individual learning needs.	01/09/2021

Setting details

Unique reference number	EY557605
Local authority	Hampshire
Inspection number	10174964
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	41
Number of children on roll	28
Name of registered person	Carr, Rebecca
Registered person unique reference number	RP901753
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Little Lions Preschool registered in 2018 and is located in Havant, Hampshire. The pre-school opens Monday to Friday, from 9am to 3pm, term time only. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school receives funding for children aged two, three and four years.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A joint observation was carried out by the manager and inspector to discuss the quality of teaching and learning during the activity.
- The inspector took account the views of parents and carers on the day of the inspection.
- Children, staff and senior leaders spoke to the inspector, at convenient times.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector observed the quality of education and the impact this has on children's learning.
- The manager completed a learning walk with the inspector. They discussed the pre-school curriculum and how staff plan activities to suit the needs of the children.

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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