

Inspection of Little Cherubs Preschool

Kingsway Primary School, Kingsway North, Leicester, Leicestershire LE3 3BD

Inspection date: 15 September 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

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

Children's safety is not ensured because staff do not have a suitable knowledge and understanding of child protection. The manager does not have suitable knowledge to identify weaknesses in the performance of staff so that children make good progress in their learning.

Children are keen to enter the setting in the morning and to join in with the daily circle-time activity. As they self-register, they learn to recognise their own name. Older children remember and join in with familiar songs and are starting to recall which day of the week it is. However, children struggle to maintain their attention or contribute during discussions, for example, about the weather and the season. Staff ask questions that are too complicated, and they ask too many in quick succession without giving children time to respond.

Children enjoy choosing what they want to do during the session. They are confident in accessing the different activities both indoors and outdoors. However, staff do not always engage children in play and, as a result, some of them flit from one activity to another or are very quiet. Despite the lack of engagement, children behave well. Staff make effective use of the rules to help children to remember the expectations, for example, that they should walk indoors. Children demonstrate their independence and understanding of the routines. At snack time, they wash their own hands and bring their snack to the table.

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

- Staff have not kept their knowledge and understanding of child protection up to date. They are unfamiliar with some aspects of child protection and how to recognise concerns.
- Although the manager has procedures in place to supervise staff, these are not well-established. The evaluation of staff practice does not identify where there are weaknesses in their teaching skills. Staff are not clear on what they need to improve upon.
- Staff assess children's stage of development; however, this is not accurate. At times, staff assess children's achievements at a higher level than they are. Consequently, staff do not always focus on where children need support to help them make progress in their learning.
- The manager and staff have devised a curriculum plan of what they want children to achieve. This includes some relevant knowledge, skills and understanding that will help prepare children for school. However, some aspects of the curriculum lack clear intention of what they want children to learn. For example, staff have not fully established what skills they want children to achieve in their communication before they move on to school.

- The support for children's learning and development is variable. Children play with tweezers and use them to pick up pom-poms. Staff make this more challenging by encouraging them to move smaller pom-poms from one tray to another, and guide children on how to do this. However, during their interactions with children, staff do not always check that they have understood what they have asked them to do. They do not ensure that they adapt what they are asking according to the understanding and ability of each child.
- All children settle quickly at the start of the new term. Parents and carers express how much their children enjoy attending. Staff learn words in children's home language so that they can communicate with them while helping them to learn English. They make effective use of partnerships with their parents and carers to prepare children for certain events, such as visitors to the setting or fire drills.
- The manager shares information with other settings that children attend to ensure there is consistency of support. She works with parents, carers and other professionals to refer children who need additional support.
- Staff find out about the children's interests and activities outside of the setting so that they can support and extend these. They help children to develop respectful relationships with each other. Children learn, with support from staff, how to manage their emotions. Children thoroughly enjoy taking part in a vote for their favourite story each session.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure that staff have a suitable knowledge and understanding of how to identify child protection concerns. Staff are aware of what to do if there is a concern about an adult working at the setting. Risk assessments are effective in ensuring that the premises and equipment are safe. Staff carefully monitor the arrival and collection of children and ensure the premises are secure throughout the session. The manager undertakes appropriate checks on staff when they are employed to ensure they are suitable. Staff provide constant supervision for children, including when they are eating.

What does the setting need to do to improve?

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

	Due date
ensure that all staff have an up-to-date knowledge of safeguarding and can identify signs of possible abuse	13/10/2022

ensure that staff receive appropriate support, coaching and training to develop their knowledge and skills to provide a good quality of education	10/11/2022
ensure that the curriculum plans clearly identify the knowledge, skills and understanding children will learn	10/11/2022
ensure that the assessment of children's learning and development is accurate, and this information is used to inform what they need to learn next	10/11/2022
improve staff interaction with children to consistently support their learning and development and help them to make the best possible progress.	10/11/2022

Setting details

Unique reference number	2530255
Local authority	Leicestershire
Inspection number	10208435
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	14
Name of registered person	Sellwood, Samantha Mary
Registered person unique reference number	RP911220
Telephone number	07973313601
Date of previous inspection	Not applicable

Information about this early years setting

Little Cherubs Preschool registered in 2019 and is in Leicester. The pre-school employs five members of childcare staff, all of whom hold an appropriate early years qualification. The pre-school opens from 9am until 12pm, Monday to Friday, during term time. The setting provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the manager. She observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and carers 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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