

Inspection of Tykes Pre-School

Northgate Community Centre, Barnfield Road, Crawley RH10 8DS

Inspection date:

6 December 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

There are substantial weaknesses in safeguarding practice that have a significant impact on children's welfare. For example, the provider has not completed staff suitability checks, and those without a Disclosure and Barring Service (DBS) check are left unsupervised with children. Staff lack a secure knowledge of the action to take to safeguard children if they have a child protection concern. They also fail to follow the procedures for the safe use of mobile phones and cameras.

Nevertheless, children, including those with special educational needs and/or disabilities (SEND), happily enter the setting. They receive support to hang up their outdoor clothes and bags. They then find their photograph and self-register to show their attendance. This supports children's independence and self-help skills.

Staff set out the environment with toys and resources that they know interest children at this time. However, there are no clear links to children's learning, as staff do not know children's next steps. This is due to the weaknesses in the key-person system. This limits the effectiveness of the planning of activities for children and also staff's awareness of other professionals involved in children's care and education.

Children have a circle time where they greet each other and talk about the day of the week and the weather. Some of the children struggle to focus during these times and to manage their behaviour. However, children do enjoy whole group story times. They answer questions about the story and what is happening. This helps to build children's comprehension of the story and to explore their understanding.

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

- The provider does not ensure that she adheres to safer recruitment procedures. She has not completed all of the required suitability checks for staff. For instance, she has omitted to ensure that she has checked staff's identity and qualifications and gathered references. This compromises children's welfare.
- Not all staff hold a valid DBS check; however, applications have been submitted. The provider has failed to ensure that staff members without a DBS check do not have unsupervised contact with children. For example, during the inspection, a member of staff was left alone with children in the outdoor area out of sight of other members of staff. This puts children at potential risk of harm.
- The provider does not ensure that staff follow the setting's procedures for the safe use of mobile phones and cameras. Their phones were easily accessible in their coats and bags next to the bathroom facilities used by children. This does not safeguard children effectively.

- The provider has failed to ensure that staff have a secure knowledge of child protection and the procedures to follow. Staff members were unable to explain the correct action they would take under differing scenarios. For example, they had a poor attitude towards managing allegations about staff and the role of the local authority designated officer in these instances. Staff were also unable to identify the indicators that a child may be at risk of differing cultural practices. This means that there may be an omission or delay in referring child protection concerns, which does not sufficiently safeguard children.
- There is no clear key-person system in operation. Staff know what children like and are aware of their personalities. However, they are unable to build on what children know and can do during their interactions with them. This is because they do not know what children need to learn next. There are also far-reaching consequences for the planning of a purposeful and ambitious curriculum.
- Children take part in activities that staff provide. However, staff are unable to plan these to help children make good progress in their learning. Staff are unaware of children's next steps in learning due to the lack of a key-person system. This also means that staff are unable to make the most of their interactions with children to aid what children need to learn next.
- The deputy manager, who is new in post, understands the impact of the COVID-19 pandemic on children's development. For example, staff are supporting children's social skills. However, children struggle to share and follow instructions. Instead of tidying up the toys, they push them on the floor or walk over those set out. They also provoke others, such as repeatedly blowing in their face. This limits children's understanding of respect and tolerance.
- Staff are unaware of other professionals or agencies involved in the care and education of children with SEND. This means that they do not know who to exchange relevant information with to meet children's learning needs. This failure, along with the weaknesses in the key-person system, limits staff's ability to plan for and support children with SEND.
- Parents speak positively about the pre-school and say that their children enjoy attending. They comment that they notice improvement in their children's communication and language skills.
- Children enjoy role play and making cups of tea for the staff. They collect the food they want in the basket and pretend to make dinner. They practise how to put their baby to bed, making sure that their bed is comfortable. This enables children to use their imagination.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that staff caring for children have the required suitability checks. Staff without a DBS work alone with children in areas of the pre-school where they are not able to be seen by other staff. Some staff have a weak understanding of the professionals and agencies they must contact in the event of a child protection concern. They also fail to demonstrate an awareness of differing cultural practices and the possible indicators that a child may be subjected to

abuse. These factors do not ensure the welfare of children. Staff do, however, give children reminders about how to keep themselves and other safes. Staff assess risks in the environment.

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:

	Due date
follow safer recruitment processes to ensure that staff are suitable in their roles	08/12/2022
ensure that staff whose suitability has not been confirmed are not left unsupervised with children	08/12/2022
ensure that staff adhere to the child protection policy for the use of mobile phones and cameras	08/12/2022
improve staff's knowledge of the indicators of abuse and of the action to take to refer their concerns to the appropriate agency or professional.	08/12/2022

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

	Due date
ensure that each child is allocated a key person and that parents are informed of the name of the key person, and their role explained, when a child starts attending the setting	17/01/2023
ensure that the key person ensures that every child's learning and care are tailored to meet their individual needs	17/01/2023

improve the arrangements in place to support children with SEND, including being aware of and exchanging information with professionals involved in their care and education	17/01/2023
improve the planning to ensure that activities are planned and purposeful and build on what children already know and need to learn next	17/01/2023
improve children's awareness of respect and tolerance to help them understand their own feelings and those of others.	17/01/2023

Setting details

Unique reference number	EY492744
Local authority	West Sussex
Inspection number	10266417
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 at time of inspection	2 to 4
Total number of places	32
Number of children on roll	0
Name of registered person	Bailey, Rachel Ann
Registered person unique reference number	RP903223
Telephone number	07772655668
Date of previous inspection	15 January 2018

Information about this early years setting

Tykes Pre-School registered in 2015. It operates from a community centre in Crawley, West Sussex. The setting opens from 8.30am to 2.30pm, Monday to Friday, during school term times. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four members of staff. Of these, two hold an appropriate childcare qualification.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the provision.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and the inspector completed a learning walk together.
- The inspector carried out a joint observation with the deputy manager, spoke with staff and the provider and interacted with children.
- Parents shared their views about the setting with the inspector.

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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