

Inspection of Little Lions Preschool

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

Inspection date: 13 December 2022

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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The quality of teaching and children's overall experiences are variable. The provider and staff do not have a secure understanding of the curriculum. They are unsure of the best way in which to use assessment and planning to support children to make progress. Children explore the setting confidently but without high levels of curiosity, involvement and exploration. Staff provide activities that excite and engage some children, such as blowing bubbles and playing with scented play dough. However, the poor organisation and implementation of the curriculum means that while children do enjoy these activities, they do not meaningfully support children to make progress in an identified area of learning.

Children's communication and language development is not effective for all children. For example, some staff do not give children enough time to think and respond as they ask questions, while other staff fail to ask children any questions to extend their learning. Therefore, staff do not use their interactions with children to challenge them in an effective way. As a result, children do not make good progress in their communication and language skills.

Nevertheless, most children arrive happy and are warmly welcomed in by the staff. Children behave well and follow routines and adult instruction with very little prompting.

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

- The provider's vision for the curriculum is weak. Leaders are not clear about what they want children to learn, and staff do not always understand what they are teaching children. Staff do not know how to use their knowledge of the children to plan effectively for what children need to learn next. The learning environment and planned activities tend to be based on what staff think children will like, with little focus on children's next stage of development. While some children do concentrate and engage with the activities on offer, they lack purpose. For example, children add pre-cut holly leaves to a wreath. As a result, activities do not extend children's learning.
- The special educational needs and disabilities coordinator (SENDCo) works with other professionals to make sure that children with special educational needs and/or disabilities (SEND) are being encouraged consistently. The SENDCo monitors children's progress and updates their individual plans and discusses these with parents.
- Staff do not promote language and communication well. Although staff read stories and sing songs with children, they do not engage in high-quality interactions with them. For example, when children take part in activities, staff do not extend children's thinking or challenge their understanding with effective

questioning. Staff dominate conversations, hindering children's ability to interact and develop a wide vocabulary. This results in children making poor development in language and communication.

- Children have a narrow experience that does not fully promote their understanding of people and communities different to their own. Staff are not as thorough as they could be in finding out about children's cultural backgrounds and home languages. They are unclear how to help children understand about difference and diversity. This does not give children a sense of belonging. However, children play harmoniously together and are beginning to show kindness and concern for one another.
- Parents speak positively about the care and education provided to their children. However, information that staff share with parents about their child's progress is not accurate. As a result, parents are unable to support their child's learning at home. Parents comment that daily communication is mainly effective, and they experience good parent partnerships. However, some children are not provided with an induction when they start. This potentially impacts children's emotional development.
- Staff do not always know the needs of their key children from when they start at the pre-school. The systems they use to gather information about children from parents do not support staff to be aware of children's developmental stages. This means that not all key persons have a secure understanding of children's learning needs from the start. These factors have a significant impact on how staff tailor children's care and learning, to help them become familiar with the setting and build relationships. This means that children's needs are not always met.
- Staff do not promote positive hygiene practices. They do not always wash their hands after wiping children's runny noses or before serving food, and they used dirty tissues to wipe mucus off the floor. Staff do not consistently ensure children follow good hygiene practices, to help them develop an understanding of how to promote their own good health. For instance, not all children receive encouragement to wash their hands before eating
- Assessment for children's development is inconsistent. Staff do not plan meaningful next steps for all children. This means, occasionally, any gaps in children's learning are not swiftly addressed in order to help them continue to make progress. Progress checks for children aged between two and three years are completed. However, they do not always contain accurate assessments of children's progress or have suitable targets that will help individual children develop in the most required areas. Therefore, staff do not help children to make the best possible progress they are capable of.
- Staff have supervisions with the leadership team. Leaders carry out observations of staff practice to identify areas for development. However, these have not been effective in evaluating weaknesses in practice. Leaders have not provided staff with precise support to further their professional development and provide better outcomes for children. This has significantly impacted on the quality of the implementation of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Following the previous inspection, the manager has developed a secure knowledge of how to keep children safe and the procedures to follow when a child may be at risk of harm. Staff understand their role and responsibility in protecting children. They confidently describe the procedure to follow if they have concerns about a child's welfare or the practice of a colleague. Staff know how to escalate their concerns and the appropriate agencies to contact. Staff deploy themselves well and supervise children at all times. They complete risk assessments to minimise any potential hazards and ensure that the space available to children is safe and suitable.

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 |
|--|------------|
| provide staff with effective coaching, support and supervision to ensure they have the skills and understanding to carry out their roles and responsibilities, with particular regard to providing quality learning and development experiences for children | 23/12/2022 |
| take steps to develop staff knowledge of how to develop language and extend vocabulary with children so that they can provide the correct level of challenge for children | 23/12/2022 |
| ensure that key persons know the needs of their children well and are deployed effectively to meet these. | 23/12/2022 |

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

| | Due date |
|--|----------|
| | |

| | |
|--|-------------------|
| <p>promote the good health of children, including through rigorous hygiene procedures</p> | <p>23/12/2022</p> |
| <p>accurately assess children's development when completing two-year-old progress checks, swiftly addressing any gaps in learning, in order to consistently work towards good progress</p> | <p>23/12/2022</p> |
| <p>design and implement a curriculum that meets the individual needs of the children who attend the pre-school and has clear aims and focus to consistently challenge children to make progress in their learning and development.</p> | <p>23/12/2022</p> |

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

- strengthen opportunities for children to learn about their culture and the wider world around them, including their place within society.

Setting details

| | |
|--|---|
| Unique reference number | EY557605 |
| Local authority | Hampshire |
| Inspection number | 10249508 |
| 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 | 2 to 4 |
| Total number of places | 26 |
| Number of children on roll | 26 |
| Name of registered person | Carr, Rebecca |
| Registered person unique reference number | RP901753 |
| Telephone number | 07803 548589 |
| Date of previous inspection | 7 July 2022 |

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 four members of childcare staff. Three of the staff hold appropriate early years qualifications at level 3 or above. The pre-school receives funding for children aged two, three and four years.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and area manager about the leadership and management of the setting.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the 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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