

Inspection of Buttons Kindergarten

Spilsby Franklin Hall, Halton Road, Spilsby PE23 5LA

Inspection date:

14 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

The provider and the manager do not meet some of the requirements of the early years foundation stage that require providers to promote the safety and welfare of children. The manager, who is also the designated safeguarding lead staff member, does not have a secure enough knowledge and understanding of safeguarding. For example, she does not understand the 'Prevent' duty guidance and is, therefore, unable to support staff to develop a secure understanding of this aspect of safeguarding.

Although the provider ensures risk assessments are in place, staff do not have sufficient knowledge and understanding of potential risks that could cause harm to children. Children can access chemicals and cleaning products. Accidents happen in the kindergarten as children slip on sand left on the floor. This practice does not ensure that children are fully protected from hazards.

Children play with toys that interest them; they enjoy spending time in the outdoor environment. However, leaders do not ensure that children have access to all areas of the curriculum. For example, children do not look at books or listen to stories unless they show an interest in them. Books are stored away from children, so that they are not damaged. Some children do not participate in group time activities. This does not promote children's learning and development.

Children's progress is not consistent, as staff lack the skills needed to extend children's learning. Consequently, children often become bored and leave the activities staff have planned for them. Children do not receive support from staff to help them engage in activities or adjust to changes in routine. This affects their responses and behaviour. Weaknesses in the staff's teaching practice are not recognised by the provider.

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

- The provider does not ensure that all staff, including the manager, have a secure knowledge of all aspects of safeguarding. Staff are not able to recognise the signs that a child may be at risk from radicalisation and extreme views. Consequently, some staff are unable to follow the correct referral procedures to gain the support children may need to keep them safe.
- Staff do not recognise potential risks in the environment. They fail to identify doors to the staff office, kitchen and cloakroom are left open and contain cleaning products. As a result, children can access these areas. Consequently, children are not kept adequately safe.
- The quality of teaching and staff interactions are not consistent. The staff generally know their key children well. However, they lack the knowledge and

skills to deliver their chosen curriculum effectively. For example, during an activity to support communication and language, staff provide no support for children. Consequently, children do not make the progress that they are capable of.

- Staff receive supervision from the provider. From these, the provider identifies areas for improvement. Despite this, she does not attend the kindergarten often enough to monitor the staff's progress and the impact of any identified improvement on children's learning and development.
- The manager does not implement support for staff in their professional development. She does not monitor staff practice well enough to identify weaknesses in their teaching. This means staff are not provided with the ongoing coaching and support needed to develop their knowledge and skills.
- The kindergarten has a designated special educational needs and disabilities coordinator. She is responsible for supporting children with special educational needs and/or disabilities (SEND). Children run to her with delight as she arrives at the kindergarten. She has a good knowledge of the children that she supports. She sets targets with families to support children's development. However, not all staff know about or implement these targets and strategies. As a result, children with SEND are not getting the support they need to reach their full potential.
- Overall, children behave well. Staff use appropriate methods to respond to changes in children's behaviour. When children struggle to regulate their emotions, staff support them using their knowledge of children's interests. Yet, when children struggle with changes during their daily routine, staff fail to implement strategies to prepare them for what comes next. This causes distress to children.
- Parents speak positively about the care children receive. They comment on the information the staff share and the support they receive, for example, with children's toilet training. Parents appreciate feedback forms that are sent to them termly.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and some staff do not understand how to protect children from extremist views. They are not secure in their knowledge of the 'Prevent' duty guidance. Staff do not complete thorough risk assessments of the environment to support children's health and safety. Nevertheless, entry to the kindergarten is protected. Staff regularly practise emergency evacuations and fire safety procedures with children. The provider ensures that those working with the children are suitable to do so and staff's ongoing suitability is monitored.

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 manager, have a good knowledge of the 'Prevent' duty guidance and understand the procedures to follow	06/02/2023
ensure staff identify all potential risks to children and take steps to minimise these	06/02/2023
ensure staff interactions are high quality, so that children are supported to make good progress, with particular regard to their communication and language development	06/02/2023
develop an effective curriculum across the seven areas of learning to ensure children make the progress that they are capable of	06/02/2023
ensure weaknesses in staff practice are identified and provide staff with the coaching and support they need to improve their teaching skills	06/02/2023
improve the process for sharing information between staff, particularly concerning children with SEND.	06/02/2023

Setting details

Unique reference number	EY497616
Local authority	Lincolnshire
Inspection number	10231411
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	24
Number of children on roll	56
Name of registered person	Sait, Tessa Leah
Registered person unique reference number	RP909814
Telephone number	01790 755202
Date of previous inspection	20 February 2017

Information about this early years setting

Buttons Kindergarten registered in 2015 and operates from Spilsby Franklin Hall, Halton Road, Spilsby. The kindergarten employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The kindergarten opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eleanor Hutton

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 viewed the kindergarten and discussed the safety and suitability of the premises.
- The provider, manager and inspector completed a learning walk together of all areas of the kindergarten and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the kindergarten 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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