

Inspection of Lawford's Little Pumpkins Pre-School CIC

Lawford C of E GM Primary School, Long Road, Lawford, MANNINGTREE, Essex
CO11 2FR

Inspection date:

7 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 curriculum is not ambitious. Children are unable to make suitable levels of progress in relation to their starting points. Resources are tired, very limited and do not inspire children. Storage shelves are almost empty or contain random, unrelated items. Children are bored and frequently wander around the room with no purpose. Consequently, the coloured decorations on the newly decorated Christmas trees are more appealing than the available resources.

Activities are mundane, uninspiring and do not support what children need to learn next. For example, staff provide children with two wooden spoons, two metal biscuit cutters along with some play dough on a table. However, once children have hit the play dough with the spoons and are unable to cut out a shape, they get up and leave, as there is no staff support. The activity is then left mainly untouched for the rest of the session. The organisation of the room means that, at times, children playing quietly on the floor are interrupted by their more boisterous peers. Daily routines are not always managed effectively to keep children engaged and occupied. Staff do not receive regular supervision meetings to help identify weaknesses in the quality of their teaching practice. Therefore, the implementation of the curriculum is inadequate.

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

- The provider, who is the manager, has failed to identify the weaknesses in the quality of teaching and the educational programmes. Staff are unable to implement a curriculum that is ambitious and supports what children need to learn next. They do not have a good enough understanding of how to plan and sequence children's learning. This has a significant impact on children's ability to learn the required skills in support of the next stage in their learning.
- The range of resources and activities fail to ignite and spark children's curiosity. For example, the role-play area provides very limited opportunities for children to use their imaginative skills. When children make a pretend cup of tea for staff, they are not able to make one for themselves, as there is only one cup. This also limits the development of their social and emotional skills.
- Staff do not have regular supervision meetings. This means they do not receive tailored support, training and coaching to help develop their practice and teaching skills. Staff's interactions with children are poor. Children wander around with little engagement from staff. At other times, when staff do speak to children, they ask closed questions.
- The provider and staff have not considered how to organise the premises to ensure that the space available meets all children's needs. Children choose to complete floor puzzles. However, their concentration and efforts are disrupted, as other children run through the middle of the activity. In addition, children

wanting to listen to stories or look at books find themselves sitting in a thoroughfare to the toilets. Consequently, children's independent or purposeful interests are interrupted.

- Some daily routines, such as group activities and mealtimes, are not sufficiently well organised. Staff struggle to hold all children's attention while they read a story, and children chat, fidget and wander off. This leads to a disorderly environment for children and staff.
- Staff speak to parents regularly and make use of electronic communication to share information. Parents who shared their views were generally happy. Daily feedback and the use of online communication helps to share information between staff and parents.
- Children enjoy playing in the garden. The natural environment provides lots of opportunities for children to explore and practise their physical skills. They create in the mud kitchen, build dens and negotiate obstacles, such as tree roots in their way, as they run about.
- The staff and provider have formed secure partnerships with the adjoining primary school. Information is shared between the two settings to help support continuity in children's learning. Staff take the children to visit the Reception class and play in the school's playground. This helps children to become familiar with the new environment prior to starting. Partnerships with other professionals, such as speech and language therapists and health visitors, help staff to support children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms that may indicate children are at risk of harm or abuse. They are aware of their role and responsibilities to record and report any concerns. Staff regularly attend training to help ensure they are aware of any changes or updates to guidance. They understand the dangers posed to children from radicalisation and extremist behaviour. Staff demonstrate a secure knowledge of how to report any concerns they may have about the practice of a colleague.

What does the setting need to do to improve?

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

	Due date
take action to provide children with an ambitious curriculum that supports what they need to learn next in order to make good levels of progress	20/01/2023

improve the range of resources to consistently inspire, excite and challenge children	20/01/2023
ensure all staff receive effective supervision in order to receive training, support and coaching, to secure continuous improvement in the quality of teaching and interactions with children	20/01/2023
ensure the indoor space is suitable for the children and the activities provided	20/01/2023
improve the organisation of daily routines and group activities to ensure that every child's individual needs, interests and development are considered in order to help them develop skills for their future.	20/01/2023

Setting details

Unique reference number	EY409411
Local authority	Essex
Inspection number	10266198
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	55
Name of registered person	Little Pumpkins Pre-School C.I.C.
Registered person unique reference number	RP529916
Telephone number	01206 413126
Date of previous inspection	27 September 2018

Information about this early years setting

Lawford's Little Pumpkins Pre-School CIC registered in 2010. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. One member of staff holds qualified teacher status. The pre-school opens from Monday to Friday, 50 weeks of the year. Sessions are from 7.30am until 5.30pm. The pre-school receives funding to provide free early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Sue Buckingham

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 spoke with the nominated individual/registered individual about the leadership and management of the pre-school.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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