

# Inspection of Sweethearts Preschool

Elim Church, 68 Elm Grove, Hayling Island, Hants PO11 9EH

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Inspection date: 14 July 2023

| <b>Overall effectiveness</b> | <b>Inadequate</b> |
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| The quality of education                     | <b>Inadequate</b> |
| Behaviour and attitudes                      | <b>Inadequate</b> |
| Personal development                         | <b>Inadequate</b> |
| Leadership and management                    | <b>Inadequate</b> |
| Overall effectiveness at previous inspection | Inadequate        |

## What is it like to attend this early years setting?

### The provision is inadequate

Managers do not ensure that all policies and procedures are effective in keeping children safe from potential harm. This includes responding appropriately to child welfare concerns and supporting children to keep themselves safe during their play. The breaches to the safeguarding and welfare requirements compromise children's safety.

Staff do not meet children's care needs with sensitivity. For example, staff approach children from behind to check their nappies. Staff do not communicate before doing so, nor do they consider the presence of other children. This does not promote children's dignity or meet their need for privacy.

Children, particularly the youngest children, do not benefit from quality interactions that enhance their learning. Older children are independent learners and lead their own play. They enjoy spending most of their time on a chosen activity, such as creating and decorating models out of cardboard. However, staff fail to develop children's knowledge and skills through quality and purposeful interactions. Therefore, learning is often incidental. Younger children do not have the same access to activities that capture their interest and reflect their stage of development. This means that they spend a lot of their time wandering aimlessly around the setting. This has an impact on the progress children are able to make from their starting points.

Despite this, children are happy at the setting and settle well. They form secure relationships with staff, who are kind and caring, and know children's individual characteristics. Staff support children to form friendships. For instance, they facilitate situations which encourage children to listen to one another and take account of each other's views. This helps children learn about respectful relationships.

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

- Managers do not have a secure understanding of what constitutes good-quality teaching. They fail to identify potential areas for development when observing staff practice. Furthermore, they do not use staff supervision arrangements effectively to identify and address weaknesses across the setting. As a result, children do not have access to good-quality learning opportunities that enable them to make good progress in all areas.
- Staff deployment is not effective in meeting children's safety and supervision needs. Young children go unseen as they pass food they find on the floor to each other. Furthermore, children are able to leave the craft table and climb while holding scissors before staff notice and take appropriate action.

- Children do not have access to a curriculum that is ambitious, well sequenced and meets their individual learning needs. This is because staff focus too heavily on following children's interests, rather than incorporating what children need to learn next. This does not ensure children develop a secure foundation for future learning.
- The support children receive to develop their early communication skills is variable. Staff do not prioritise or address gaps in children's speech and language through purposeful planning or meaningful interactions. The delivery of strategies for children that need additional support are not followed by all staff. This means that children do not receive the intervention they need to catch up with their peers. However, children do have some opportunities to develop their vocabulary as staff introduce new language, such as 'habitat', as they read stories.
- Staff provide children with initial messages about safety but do not extend this to ensure children gain an understanding of risk. For example, staff remind children to use both hands when climbing, and to pick up toys from the floor. However, they fail to explain what the risk is and how actions, such as tidying up, can prevent trips. This means that children do not develop a secure understanding of how to keep themselves safe.
- Staff have high expectations for children's behaviour. They model kindness and respect, and address unwanted behaviour appropriately. Overall, children behave well and display an eagerness to learn. However, the lack of organisation for some activities means that areas can become chaotic. During these times, young children express their uncertainty as they disengage from their play and seek comfort by sitting on a staff member's lap. Therefore, activities do not support children in developing positive attitudes towards their play.
- Children have good opportunities to develop their independence skills. For example, children have free access to wipes and mirrors. They concentrate intently as they study their reflection, while carefully cleaning their face after lunch. Older children help prepare snack. They carefully slice fruit and spread butter on their bread. This helps children develop some of the skills they will need for their eventual move to school.
- Managers work effectively with some professionals, such as staff at local schools. They use the feedback they receive from teachers to consider what they want children to learn long-term. Parents report that they are happy with the care and learning their children receive; this includes settling-in sessions that are tailored to children's individual needs. Parents receive information to support children's learning and development at home. For example, children have the opportunity to join the library and take books home to share with their families.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers, and those who have a lead responsibility for safeguarding, do not ensure that children are protected from potential harm. For example, they fail to

follow safeguarding procedures, particularly in relation to referring child disclosures. This has a significant impact on children's safety and learning outcomes. Managers do not have secure processes to ensure staff who work directly with children are and remain suitable. For example, they do not demonstrate a good level of understanding of what might make a staff member disqualified. Therefore, procedures are not robust and staff's ongoing suitability cannot be assured. Despite this, staff demonstrate a good understanding of the signs and symptoms of abuse and are confident in knowing the procedures to follow should they have concerns about a staff member's conduct.

## 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   |
|---|------------|
| ensure those who have lead responsibility for safeguarding have robust processes to identify and monitor any child welfare concerns and to ensure concerns are reported without delay   | 04/09/2023 |
| improve managers' knowledge of the disqualification criteria, so they are able to robustly assess staff's ongoing suitability and ensure children's safety  | 04/09/2023 |
| ensure monitoring and supervision arrangements are successful at identifying weaknesses in practice and focus precisely on the knowledge and skills staff need to fulfil their roles and support children to make good progress in their learning | 04/09/2023 |
| improve staff deployment arrangements and ensure these appropriately reflect children's differing ages and stages of development, as well as any risk associated with activities, ensuring children are appropriately supervised.                 | 04/09/2023 |

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

|  | Due date   |
|--|------------|
| ensure all staff understand how to plan and deliver an ambitious and well-sequenced curriculum that precisely meets the individual learning needs and development stages of all children | 02/10/2023 |
| provide children with detailed and age-appropriate explanations to support their understanding of risk and how to keep themselves safe   | 02/10/2023 |
| ensure staff respond to children's individual care needs with sensitivity, while promoting dignity and providing privacy, so that children learn how to keep their bodies safe           | 02/10/2023 |
| enable children to become effective communicators by providing high-quality interactions that consistently and securely promote children's language development.                         | 02/10/2023 |

## Setting details

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|--|------------------------------------|
| <b>Unique reference number</b>                     | 2603164                            |
| <b>Local authority</b>                             | Hampshire                          |
| <b>Inspection number</b>                           | 10278078                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 1 to 4                             |
| <b>Total number of places</b>                      | 25                                 |
| <b>Number of children on roll</b>                  | 32                                 |
| <b>Name of registered person</b>                   | Sweethearts Preschool Ltd          |
| <b>Registered person unique reference number</b>   | 2603162                            |
| <b>Telephone number</b>                            | 07907640877                        |
| <b>Date of previous inspection</b>                 | 23 January 2023                    |

## Information about this early years setting

Sweethearts Preschool registered in 2020 and is situated on Hayling Island in Hampshire. The pre-school operates from 8am until 4pm each weekday, during term time only. It accepts funding for eligible two-, three- and four-year-old children. There are five members of staff; all hold qualifications at level 3 or above.

## Information about this inspection

### Inspector

Paula Sissons

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to a parent 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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