

# Kiddisafe Pre-School

109 Coleman Road, LEICESTER, LE5 4LE



<b>Inspection date</b>	22 September 2015
Previous inspection date	27 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Children are not fully safeguarded. The person with lead responsibility for safeguarding does not always promptly inform the relevant agencies about incidents that may indicate possible concerns about children's welfare.
- Staff are not always deployed effectively to ensure the safety of children at all times. They are not always attentive to children when they are upset or have minor accidents.
- Staff do not always organise group activities to fully engage and interest all children. This means that a small number of children do not fully participate at these times.
- Staff do not always obtain enough information about children's developmental starting points, in order to help to plan their learning fully from the outset.
- Staff do not always promote the independence skills of younger children with regard to managing their self-care needs.

### It has the following strengths

- Staff have attended training about how to support children's communication and language skills. They support children's language skills well by using a range of effective strategies.
- Parents are invited to join in with a range of social events and to play an active role within the pre-school. Parents speak highly of the approachable and friendly staff team.
- Staff form appropriate bonds with children. Children behave well and all staff are consistent in praising positive behaviour. They encourage children to share and take turns.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ take action to ensure that any concerns about a child's welfare are identified and responded to in a timely manner in line with the safeguarding policies and procedures</li> </ul>	22/10/2015
<ul style="list-style-type: none"> <li>■ ensure that the lead practitioner for safeguarding children has the necessary skills to provide support, advice and guidance to any other staff and on any specific safeguarding issues as required</li> </ul>	22/10/2015
<ul style="list-style-type: none"> <li>■ take action to ensure that staff are deployed effectively to ensure that the needs of all children are met</li> </ul>	25/09/2015
<ul style="list-style-type: none"> <li>■ ensure that detailed information is sought from parents about their children's stages of learning and development, in order to inform precise planning from the start of the placement.</li> </ul>	22/10/2015

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

- plan the organisation of large group activities more effectively, taking account of the levels of concentration and engagement of younger children
- promote younger children's independence skills further during daily tasks, preparing them more effectively for the next stage of their learning.

**Inspection activities**

- This inspection was carried out as a result of a risk assessment following information received about this provider.
- The inspector spoke with staff and children at appropriate times during the inspection and had a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector viewed a range of documents, including policies and procedures, evidence of staff suitability checks and qualifications, and the pre-school's self-evaluation.
- The inspector observed activities in both the indoor and outdoor learning environments.
- The inspector looked at children's assessment records and planning documentation.
- The inspector conducted a joint observation with the manager.

**Inspector**

Jane Rushby

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding arrangements are ineffective and the pre-school's safeguarding policies and procedures are not consistently followed. Senior managers do not always respond promptly to incidents that happen or concerns that they may have. This means that the relevant agencies are not informed in a timely manner, in order to assess the need for further possible intervention. Staff attend additional training to develop their knowledge and improve children's progress. Management complete regular supervisions and appraisals with the staff to enhance their performance. They regularly evaluate the provision to identify areas for improvement. This includes feedback from parents, staff and children.

### **Quality of teaching, learning and assessment requires improvement**

Weaknesses in leadership and management are having an impact on children's effective learning and their safety. Staff share information with parents about what activities children have taken part in at the pre-school and parents are provided with regular summaries of children's progress. However, staff do not always gather extensive information from parents about children's prior learning and skills before they start at the pre-school. This does not fully inform initial planning to further support children's next steps in learning. During group time, some children are able to sit and listen with interest to the story and sing songs. Some of the younger children find it difficult to concentrate, becoming restless and do not fully engage in the activity. Despite these weaknesses, the qualified staff use some purposeful questioning techniques and model language to build on children's interests and ideas. This helps all children to develop their language skills, including those who speak English as an additional language. Staff also use sign language and visual prompts to aid their understanding. They provide opportunities for children to develop their mathematical skills. Children are encouraged to count and use numbers during their play and daily routines. Staff help to develop children's physical skills outdoors as they support them to climb and learn to ride bicycles.

### **Personal development, behaviour and welfare are inadequate**

Children's safety and welfare are not assured. Staff are not deployed effectively around the room to ensure that children are safe and their needs are met consistently. Staff are not always alert to the reason why some children may be upset or aware when children have a minor bump or accident. Staff do not always promote children's self-care and independence skills. For example, some staff complete simple tasks which some children are capable of doing themselves. Children follow good hygiene routines. They enjoy healthy snacks and meals, which promote their good health. There is an enclosed outdoor area for children to develop their physical skills. Children have the opportunity to learn about their local community and the wider world. For example, they visit the local park. All children's cultures are acknowledged and celebrated. This helps children to have a greater understanding of the world.

### **Outcomes for children are inadequate**

Ineffective safeguarding arrangements and the inconsistent deployment of staff do not ensure positive outcomes for children. However, staff complete assessments and progress checks for children between the ages of two and three years and share these with parents. Parents typically state that they are happy with the service they receive and comment that children enjoy coming to the pre-school. Partnerships with local schools are developing well. Staff establish relationships with other early years providers that children attend, in order to promote continuity in children's care and learning.

## Setting details

<b>Unique reference number</b>	EY402808
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1026026
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Rehana Esat
<b>Date of previous inspection</b>	27 July 2010
<b>Telephone number</b>	01162762422

Kiddisafe Pre-School opened in 2010. The pre-school is open from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The pre-school employs 10 members of staff, all of whom hold appropriate early years qualifications. The manager holds a degree and Early Years Professional status. The pre-school supports children who speak English as an additional language. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

