

# Compton Pre-School

Inspection report for early years provision

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**Unique reference number** 507897  
**Inspection date** 17/02/2011  
**Inspector** Sheena Bankier

**Setting address** Burrell Road, Compton, Newbury, Berkshire, RG20 6NP

**Telephone number** 01635 579171

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Compton Pre-school first opened in 1968. It is operated by a committee made up of parents whose children attend the setting. The pre-school uses the Coronation Hall in the village of Compton, near Newbury, Berkshire. There is an enclosed garden for outdoor play. The pre-school welcomes children with special educational needs, and children who speak English as an additional language. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is registered to care for a maximum of 20 children under eight. There are currently 16 children on roll in the early years age group. The intake of children reflects the local community. The pre-school is open during term time only on each weekday morning from 9.30am to 12 noon. On Tuesday and Thursday there is an extended session available until 2.30pm. On Friday a lunch club operates after the session until 1pm. There is a total of five staff who work directly with the children, some on a part-time basis, of these two hold appropriate early years qualifications. Two members of staff are currently working towards gaining qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

A lack of prioritisation and cohesive working between the committee and staff means that they fail to meet the needs of the children. Some regulations and duties are not met in relation to notifying Ofsted of relevant changes, the suitability and qualifications of staff and keeping the required documentation. Children take part in suitable activities and play experiences that appropriately support their progress. Overall, partnerships with parents and others are satisfactory. Continuous improvement is inconsistent, as the pre-school does not identify a number of significant issues in order to improve the quality of provision for the children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that at least half of all other staff hold a full and relevant level 2 qualification (also applies to the compulsory part of the Childcare Register) 17/03/2011
- ensure Ofsted is notified of relevant matters, including changes to the person who is managing the early 17/03/2011

- years provision and to the 'nominated individual' (also applies to both parts of the Childcare Register)
- implement effective systems to ensure that practitioners and other people aged 16 or over likely to have regular contact with children (including those living or working on the premises) are suitable to do so (also applies to both parts of the Childcare Register) 17/03/2011
  - keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done, including the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained 17/03/2011

To improve the early years provision the registered person should:

- develop and increase the use of ongoing observational assessment to inform planning for each child's continuing development
- encourage parents to be more involved in their children's learning and development, for example, by reviewing their children's progress regularly and contributing to their learning and development records
- engage in regular cycles of planning and review, informed by accurate record keeping in respect of information on children's learning progress.

## **The effectiveness of leadership and management of the early years provision**

The safeguarding policy is ineffective as the pre-school fails to follow set procedures in relation to vetting the suitability of adults coming into contact with children. This potentially puts children's welfare and safety at risk. The pre-school have not applied for suitability checks for staff within an appropriate timeframe. Records to indicate evidence of staff suitability are not fully in place. These breaches of specific requirements compromise the children's welfare. The provider has failed to notify Ofsted of changes to the nominated person and manager of the pre-school. This is an offence, unless the provider can provide a reasonable excuse, and is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion, because this appears to be a genuine oversight. Plans for improvement are underway to ensure the group operates in line with conditions and requirements in the future.

Undefined roles and responsibilities of the committee and pre-school manager lead to a lack of secure organisation. At times, the pre-school does not always maintain the correct qualified staff ratio. The pre-school fails to prioritise effectively, and although they take some action to make improvements, such as, updating policies, not enough is done to promote the welfare of the children effectively. Staff undertake some further training and demonstrate a positive interest in developing their practice further. However, processes for self-evaluation are inadequate overall. The group has partly completed a self-evaluation document, which

identifies some strengths and an area to improve regarding children's observations and planning. Overall, the setting is not effective in driving improvement or raising the quality of provision to promote the outcomes for children.

The pre-school promotes equality and diversity satisfactorily. For example, individual plans are in place for children with special educational needs and information is gained from parents about children's backgrounds when they join the setting. Children have equal access to resources and the pre-school have an appropriate range of resources, including those that develop children's understanding of diversity. The environment is suitably welcoming and low-level storage enables children to see what resources are available. Parents are generally satisfied with the pre-school. Some good information is available to them, such as, policies and procedures, which the pre-school are willing to email to them. The staff work appropriately with others involved with children's care and learning to support consistency.

## **The quality and standards of the early years provision and outcomes for children**

Children mainly settle well at the pre-school and enjoy their time there. Staff interact warmly with children, helping them feel secure in their care. Children are able to take suitable risks outdoors under staff supervision, such as, sliding down the slide in different ways. This enables them to develop confidence in their decisions and to challenge their physical skills. Staff promote and develop children's appropriate understanding of respect. They provide a good role model to children, for example, they are calm, and they use and encourage good manners. Children positively recognise the routines of the pre-school, such as, helping to tidy up when they hear the bell ring. Children receive warm praise and encouragement from staff that soundly underpins self-esteem. Staff encourage children to develop their independent skills, such as, putting away their work in their trays. Name cards, named pegs and trays support children's positive sense of belonging and promote the recognition of their names.

Children use their imaginations well, for example, as they pretend to make a bonfire with the large construction blocks and leaves outside. They later walk over the blocks which, subsequently, increases their balancing skills. Children demonstrate suitable enthusiasm of the activities and resources available. They sustain sound levels of concentration and interest at activities, such as, tipping and pouring water. Children make suitable progress towards developing their skills for the future. Staff are able to support children's progress through their appropriate interaction. They encourage children to count during key times during the session and as other opportunities arise, for example, they count the number of children and adults present at registration time and staff encourage counting while children are waiting for their turn on the slide. Older and more able children demonstrate suitable confidence, such as, approaching adults to ask questions and willingly stand up in front of their peers to sing a rhyme.

Records of children's progress contain regular written observations, along with

photographs. However, staff do not always identify children's next steps of learning clearly within these. Staff use their suitable knowledge of individual children to support short term planning securely, overall. The pre-school do not always evaluate and review focused activities. As a result, they are unable to establish clearly the impact on children's learning and development. They take note of children's particular interests and development needs, such as, support required in toilet training or writing their name. Parents generally do not contribute to children's records of progress or review these regularly. One to one staff support underpins children's progress soundly and they demonstrate a secure understanding of children's development progress. Although the children's individual records do not always reflect a review of their progress in relation to their individual plans. Communication diaries, meetings with parents and others promote continuity appropriately.

Healthy snacks and drinks clearly underpin children's understanding of a healthy lifestyle. Children have suitable opportunities to be independent at snack time, such as, helping to cut up fruit and putting their cups in the bowl for washing. Activities outdoors enhance children's understanding of the world they live in, for example, growing vegetables. The free-flow system to the outdoor area enables children to benefit from making their own choices to be in or out of doors. Most children make good use of the outside area and enjoy exploring and making sound use of the equipment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 4 |
| The capacity of the provision to maintain continuous improvement                                     | 4 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 4 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 4 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 4 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 4 |

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Changes to people; Providing information to Ofsted; Suitability of persons to care for, or be in regular contact with, children Qualifications and training) 17/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the early years and compulsory Childcare Register sections of the report. (Changes to People; Providing information to Ofsted; Suitability of persons to care for, or be in regular contact with, children). 17/03/2011