

English Martyrs Pre-School

The Community Centre, English Martyrs Church, 64 Liebenrood Road, READING, RG30 2EB

Inspection date	06/10/2014
Previous inspection date	26/11/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider puts children at risk by failing to provide a safe and nurturing environment. Staff do not manage children's behaviour or supervise them to ensure their safety. The key-person system is inadequate. Staff do not promote children's health and emotional well-being, respond to changes in children's behaviour or provide accessible drinks. Consequently, children's needs are not met.
- Staff do not have a secure understanding of how children learn. Activities, experiences and resourcing are poorly planned. Children do not have planned outdoor activities daily and support for groups of vulnerable children is very poor. Children's personal and emotional development is not supported. As a result, children fall further behind and are not making good progress in readiness for school.
- Staff do not work effectively in partnership with parents and other professionals to meet the needs of every child. Assessments of learning are inaccurate, incomplete and are not used effectively to promote equality of learning opportunities.
- Self-evaluation and monitoring procedures in the setting are weak. Key weaknesses are having a negative impact on children's well-being and have not been promptly addressed. Staff underperformance has not been sufficiently tackled.

It has the following strengths

- Procedures to check staff's suitability are in place.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at a range of documentation including children's progress records, tracking and assessment records, planning documentation and evidence of staff suitability.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the setting's policies and procedures.
- The inspector took into account the views of children and spoke to a small number of parents and carers.
- The inspector observed activities in the main play space and undertook a joint observation with the manager.

Inspector

Melissa Cox

Full report

Information about the setting

English Martyrs Pre-School is a committee run group which originally opened in 1972. It is located in the community centre in the grounds of English Martyrs Church in Reading, Berkshire. Children have use of the large church hall and the adjacent kitchen and toilet facilities. They also have daily access to a secure enclosed outdoor play area. The pre-school opens Monday to Friday each weekday during school term times from 9am to 3.30pm. Morning sessions are from 9am to 12 noon. Lunch club is between 12 noon and 12.30pm and afternoon sessions are between 12.30pm and 3.30pm. Children can stay for the whole day or part of the day.

The pre-school is registered on the Early Years Register. It is also registered on the compulsory and voluntary parts of the Childcare Register, although currently no children attend in this age group. There are currently 47 children on roll, aged from two years, in the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. Children come from a wide catchment area. The pre-school supports children who have special educational needs and/or disabilities, and children who learn English as an additional language. The provider employs 11 members of staff including an administrator. There are seven members of staff who hold childcare qualifications at level 3 and three members of staff are qualified to level 2. Staff receive support from the local authority early years team.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a welfare requirements notice requiring the provider to:

implement a policy, and procedures, to safeguard children, which includes supporting staff to respond in a timely and appropriate way to any significant changes in children's behaviour

ensure there are effective arrangements in place for the supervision of staff, which provide support, coaching and training for the practitioner and promote the interests of children

ensure children's behaviour is managed in an appropriate way to keep them safe and to promote their emotional well-being

ensure the premises and equipment are organised in a way that meets the needs of children, with specific regard to nappy changing facilities and access to daily outdoor play

ensure there are effective arrangements in place to support children with special

educational needs and/or disabilities, with specific regard to staff completing accurate assessments of children's learning and sharing these more frequently with parents and professionals in line with the Special Educational Needs (SEN) Code of Practice

ensure that fresh drinking water is available and accessible at all times

implement an effective key-person system that ensures that every child's care is tailored to meet their individual needs, that offers a settled relationship for all children, and provides support for those children who require additional support to communicate their needs

ensure staffing arrangements meet the needs of all children and ensure their safety, and that children are adequately supervised, with particular regard to the ongoing and timely prevention of behavioural incidents in the setting

maintain records and obtain and share information with parents and carers, and other professionals working with the child to ensure the safe and efficient management of the setting, and to help meet the needs of all children.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff make accurate assessments of children's development and use this information to plan future learning opportunities to meet the needs of individual children and share these with parents
- promote the educational programme for personal, social and emotional development in order to support children to manage their own behaviour, follow group rules and form positive relationships
- ensure all staff have a good understanding of child development and how children learn to ensure the quality of teaching and learning is consistently good and supports children's progress across the seven areas of learning.
- take reasonable steps to provide opportunities for children whose home language is not English to develop and use their home language in play and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The provision to support children's learning and development is inadequate. Staff do not demonstrate an adequate understanding of how children learn and progress, and teaching techniques are poor. Much of the daily routines are adult directed. Children move from

one group focus activity to the next because there is an over reliance by staff to make use of focus activities, rather than allowing children to discover, experiment and learn through well-planned play. For example, children took part in circle time, followed by singing time and group parachute play, allowing them very little time in between to enjoy free-choice activities. This restricted their time to explore, establish their play and reinforce their knowledge or persevere at tasks. This means they are not supported in developing the skills that enable them to learn effectively and therefore, they are not well prepared for school. Poor organisation of the planned group activities leads to deterioration in children's behaviour. For example, children lost interest and occupied themselves by fighting with other children, throwing toys or wandering off and taking no notice of staff calling to them. Noise levels increased and some children became upset. The chaotic atmosphere that developed was not conducive to children's learning and staff lacked the ability to diffuse or improve the situation.

The quality of teaching and learning is weak. Communication and language skills are not effectively supported. Children who are learning to speak English as an additional language do not receive the support they need to encourage their early language skills. This means they generally occupy themselves for much of the day. When they are invited to join in group activities, these are not aimed at their specific needs. For example, a group of children are instructed to join an activity, which staff have created to encourage colour and shape recognition. The activity was poorly planned because staff instructed children to identify shapes on laminated sheets around the room, but some of these have been placed too high for the children to see. Some children struggle to follow the instructions because these are unclear and this resulted in them wandering off. The remaining children failed to engage with the member of staff as she simply listed the colour or shape. Therefore, children gained very little from the activity. As a result of the weaknesses in the quality of teaching and learning, a vast number of children are making less than expected progress, given their specific needs. This means they are falling further behind, rather than gaining vital skills for their move to school.

The quality of children's individual observations, assessments and planning is poor. This is because staff have a weak understanding of how to identify and track children's learning. Not all children have regular observations made by staff and some individual plans for children are of extremely poor quality. This means it is difficult to share up-to-date information with parents, other staff and professionals about children's learning. In addition, the planned next steps of learning for some children are less focused on the most important areas of their development, such as speech and language or managing feelings. This is because staff have not established a clear link between the range of activities and opportunities they offer or how they will purposefully support children's learning. As a result, staff do not tailor the range of play opportunities or their interactions to meet children's specific learning needs. Instead, they focus more broadly on general development milestones rather than focused next steps for learning.

Systems to encourage parental involvement in children's learning are basic. When children first start, staff ask parents to fill in an 'all about me booklet', so that staff have some idea of what children enjoy at home and what they can do well. Staff generally share verbal information about how the children have been during the day and provide parents with some written information about their learning. Further opportunities to exchange

information are poor, which means that parents do not receive a clear picture of their children's development, including where they are doing less well in their learning. Therefore, there is a lack of consistency between the pre-school and home, which does not support children in their learning.

The contribution of the early years provision to the well-being of children

The role of the key person in the pre-school is ineffective and the provider does not provide children with a safe environment to play. There is a lack of adequate behaviour management resulting in some children threatening one another. The key persons do not use the information that parents have supplied effectively to help staff learn more about the child in order to help them settle. In addition, staff failed to support their key children effectively and did not pick up on non-verbal requests for drinks or food. As a result, some children were unable to access drinking water due to its location on a high shelf. Later on, when children indicated to staff that they were hungry, staff failed to recognise this need and served other children first at the snack table, which caused upset. As a result of the poor implementation of the key-person role, those children who are distressed when they were dropped off stayed upset for much of the session. Staff offered comfort to some of these children, while others wandered around without purpose. Some children demonstrated challenging behaviour from the onset of the session, which escalated as the day progressed. This affected all children's enjoyment and confidence to try new activities or make friendships with others. This demonstrated that staff have a very poor understanding of how to support children's emotional needs.

Children's personal, social and emotional development is not supported adequately. Staff fail to tackle the many incidents of unwanted behaviour, such as biting, throwing and scratching, in a consistent and timely way. The provider has failed to identify there are poor settling in procedures, a lack of intensive support for children who struggle to communicate, poorly planned activities and an absence of daily outdoor play. All of which have a detrimental effect on children's behaviour and their learning. In addition, children are unable to sustain their concentration during activities because they are interrupted by the constant noise or by other children running around, which places children at further risk of harm. This does not support children's capacity to build secure levels of resilience or form trusting relationships with each other. In addition, this does not help children to understand what is expected of them or teach them how to behave.

Staff have some regard to fostering children's independence and children mostly manage care tasks for themselves, such as taking themselves to the toilet. However, further opportunities for children to succeed in self-care tasks are limited by staff's poor planning. For example, staff hand children oversized jugs, which makes it hard for them to pour their own drinks. They encourage them to cut their grapes before eating them with limited success as children are provided with chunky plastic knives that slip on the wet grapes. This does not support children's self-esteem or encourage them to persevere at tasks that provide them with skills for the future. Staff do not teach children to use equipment and resources safely or support them to manage their own safety. As a result, children ran around with scissors or walked around the pre-school unchallenged with resources sticking

from their mouths. This compromised their safety should they fall.

Staff work adequately in partnership with parents to ensure that dietary needs are catered for. Information is gained about any allergies and dietary preferences and staff take some positive steps to ensure they accommodate these requests. There are a sufficient number of staff trained in first aid to respond to children's minor accidents and treat their injuries. Children's accidents and incidents are suitably noted and information is shared with their parents. The range of toys and resources in the pre-school adequately meet the needs of the children. However, a lack of adult support and good planning means staff do not use the resources well to support children's play and in some areas, there is insufficient challenge provided to enable children to extend their individual interests. Nonetheless, a suitable selection of books is on offer and there are some spaces to rest. Staff follow children's personal toileting needs and nappy changing is routinely completed on the mat in the main play space; however, this does not fully ensure children's privacy. Although staff take children on occasional visits to the local park and, at times, offer indoor parachute play, they do not plan daily outdoor activities to meet children's needs.

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

Overall, the current leadership of the pre-school is inadequate. There are a number of breaches of the legal requirements of the Early Years Register and the associated requirements of the Childcare Register. Staff have placed children at risk because they do not manage behaviour in a way that promotes children's safety or well-being. Although all staff access regular training in safeguarding they have failed to implement the safeguarding procedure effectively. This failure means the staff in the pre-school have not met their responsibilities in protecting children from threat of physical harm and emotional abuse. Consequently, children regularly sustain injuries that result from poor levels of staff supervision, lack of effective behaviour management and the ineffective role of the key-person. As a result of these significant failures, Ofsted intends to serve the provider with a welfare requirements notice to ensure they make urgent improvements to safeguard children.

Despite these failings, some safeguarding procedures are adequate. All staff have a relevant Disclosure and Barring Service check and staff are aware of the need to report any changes to their suitability to the committee. The committee is aware of their responsibilities to report any significant events to Ofsted and there is a robust procedure in place for reporting any concerns about the suitability of staff to the relevant agencies. A mobile phone and camera policy is suitably implemented to help ensure children's safety, and recruitment and induction procedures are sound. The premises are safe and staff are vigilant at ensuring that the entrance is suitably monitored when children are dropped off and picked up. Risk assessments are used to adequately address any daily risk to children in respect of the equipment accessed by them in the day. However, overall daily procedures do not keep children safe from harm. This is because staff have not adequately addressed the risks associated with children's poor behaviour, inadequate child supervision and poor staff deployment. This is a breach in requirements and significantly

compromises children's safety.

The manager and committee have not met their responsibility in overseeing the delivery of the educational programmes to ensure all children make good progress. The quality of staff reviews and appraisals do not ensure that teaching is consistently good. This has affected the amount of progress children make. This has also led to major inconsistencies in the support provided to children and how staff make and use observations and assessments. Furthermore, senior staff do not ensure there is effective support provided to children with special educational needs, those learning to speak English as an additional language and those who demonstrate challenging behaviour. This means that staff currently fail to promote a programme of learning that has sufficient depth, breadth and challenge to meet children's learning needs. The pre-school have plans to make use of an electronic tracking and monitoring system to support children's progress, but these plans are in their infancy and not yet actioned.

Self-evaluation is not used appropriately to identify and address priorities for improvement. The recommendations from the previous inspection have not been successfully addressed. Staff have failed to sufficiently tackle prior weaknesses in teaching that affect specific groups of children, such as more able boys. The committee and staff team have also failed to promptly address the rising number of behaviour incidents that occur daily in the pre-school, or investigate and tackle the underlying causes for this. This does not demonstrate a positive commitment or capacity for improvement. Some improvements have been made to resourcing since the last inspection. The committee have invested in new equipment to support children's understanding of technology and their use of natural play items. However, these resources are not routinely accessed every day and some are not presented attractively to capture children's interest. Therefore, these newer resources only have a limited impact on the children's learning. In addition, senior staff do not closely monitor staff to ensure they understand and effectively implement what they have learnt on the courses they attend. Consequently, a number of key aspects of staff practice, most notably the quality of staff interactions and support for some groups of children in the pre-school, do not meet the needs of the children who attend. As a result, the children currently do not enjoy an effective learning environment or good quality teaching to support their care, well-being or learning needs.

Staff maintain a two-way flow of information with parents, which is suitably positive. Parents are supplied with information about the activities children have been involved in and how they have been throughout their session. Basic information is shared with parents about their child's learning. They are invited to support learning at home and are given weekly ideas on how to extend topic work. However, because of the weaknesses in how staff assess and identify children's next steps in learning, and the irregularity of when these are shared, parents do not always get a true picture of their child's stage of learning. Nevertheless, parents are positive about the pre-school and state their children love attending.

Partnerships with other professionals who are involved in the care and support of families are not effective. Staff do not work proactively with professionals, such as the speech and language team, who attend the pre-school to deliver support for some children and their families. This is because, while staff engage with these partners when they attend the pre-

school for weekly intervention meetings, they fail to actively build on the programmes of work in the daily sessions. This limits the success of these initiatives because children do not benefit from regular, consistent support. The provider does not ensure there are appropriate plans in place to support children with identified educational needs and staff keep assessments sufficiently up to date to support their progression. In addition, the provider does not ensure that staff demonstrate the necessary understanding of how to plan to support children's needs. Any action taken to date has had very little effect on the amount of progress children make. The committee does not meet its responsibilities in line with the Special Educational Needs Code of Practice, which is a breach of requirements. This current lack of intensive support for some children also means that the gaps in their progress are widening and does not support their readiness for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that every person caring for children is alert to any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff (compulsory part of the Childcare Register)
- ensure children have access to drinking water (compulsory part of the Childcare Register)
- provide access to a secure outdoor space, or where this is not practicable, reasonable arrangements must be made for activities to take place outdoors (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by not treating any child less favourably than another child by reason of the child's home language or disability and/or learning difficulty (compulsory part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that every person caring for children is alert to any indications that a child

may be suffering from harm (voluntary part of the Childcare Register)

- take all necessary measures to minimise any risks to the health or safety of the children and staff (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by not treating any child less favourably than another child by reason of the child's home language or disability and/or learning difficulty (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	116837
Local authority	Reading
Inspection number	962646
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	43
Name of provider	English Martyrs Pre-School Committee
Date of previous inspection	26/11/2013
Telephone number	0118 9593121

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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