

Inkspots Early Years

Inkpen Primary School, Weavers Lane, Inkpen, Hungerford, Berkshire, RG17 9QE

Inspection date	12/01/2015
Previous inspection date	08/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The secure key-person system supports children to settle and feel safe in the setting. Children play in a welcoming and interesting environment.
- Partnerships with parents are positive because parents feel staff are approachable and keep them up to date with what their child has been doing during the day.
- Close relationships with the host school support children as they prepare to transfer.
- The manager and staff team have identified areas for improvement, which they are steadily implementing to promote better outcomes for the children.

It is not yet good because

- Arrangements to recruit staff, and monitor their ongoing suitability, are not fully robust. The management team is not always prompt to check references. In addition, they do not advise staff clearly that it is their individual responsibility to share any information which may affect their suitability to care for children.
- Staff do not always provide enough challenge to develop children's critical thinking skills through their support and the range of resources and activities on offer.
- Staff do not always help children to understand how to treat the toys and resources with care, or how to use them in a way that does not spoil the enjoyment of others.

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. This included 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 policies and procedures.
- The inspector took into account the views of children and spoke to the chairperson of the committee and a number of parents and carers.
- The inspector observed activities in the main play rooms and undertook a joint observation with the manager.

Inspector
Melissa Cox

Full report

Information about the setting

Inkspots Early Years registered in 2005. It operates from the Inkpen Primary School, which is situated in the village of Inkpen in West Berkshire. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Inkspots opens Monday, Tuesday and Thursday from 9am until 3pm. Children have access to a fully enclosed outdoor area. The setting provides support for children who are learning English as an additional language. There are currently 11 children on roll in the early years age range. The setting receives funding to provide free early education for children aged two, three and four years. There are four members of staff, including the manager, who work with the children. Of these, three have suitable qualifications and one holds Qualified Teacher Status. The setting benefits from the use of school facilities, including the playground area and main hall.

What the setting needs to do to improve further

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

- improve arrangements to ensure staff suitability by clearly advising all staff of their responsibility to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children
- strengthen recruitment procedures by obtaining references for all new staff in a timely way
- improve the quality of teaching to ensure children are offered a better range of activities and experiences and more purposeful interactions with staff to promote children's critical thinking skills and challenge them in their learning.

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

- develop children's understanding further of how to care for their toys and environment.

Inspection judgements

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

Children are happy and settled and make satisfactory progress towards the early learning goals. They are familiar with routines and readily take part in a range of different activities

that interest them. Staff ensure that children are able to direct their own play. Key persons make regular observations of children and use these to plan for further learning at activities they think children will enjoy, knowing their likes and dislikes well. Children's 'learning journey' files are completed regularly and shared with parents. They contain photographs, examples of children's work, short observations and identified next steps in learning.

The quality of teaching is generally suitable to meet the needs of the children attending, although requires some improvement to be consistently good. Most children show characteristics of being keen learners by using the resources available and staying focused for adequate amounts of time depending on their age and stage of development. There is a suitable focus on helping children to acquire communication and language skills. All children take part in daily song and story sessions, which provides some opportunities to support their communication and language development. Staff model letter sounds appropriately during group times and children show that they are keen to link the sounds to their names. Some identify the letters on cards confidently. On occasions, staff model mathematical language during children's play. This supports children to recognise numbers and quantity and to explore mathematical concepts, such as size and shape. However, there are times during the day when children are not fully occupied and become bored with the resources. This is because staff do not always develop children's ideas to provide a range of activities that challenge all children. In addition, when they interact with the children, staff do not always use skilful questioning to encourage children to think. This means that, sometimes, staff do not inspire children to investigate and explore independently and be active learners. Nevertheless, children are happily engaged in play overall, enjoy the attention they receive from staff and enjoy a positive experience in general.

Children who have been identified as requiring additional or specialist help are well supported because relationships with outside agencies are effective. Staff work in partnership with other professionals to ensure that children get the help that they need. Staff have sound strategies to support children learning English as an additional language. They gather key words from parents and use them in practical ways. Staff engage readily with children who are learning English, giving them targeted support. Children chat happily with staff, for example, while they create shapes with play dough or sing the tidy-up song as they help pick up the toys. Overall, children requiring additional support are making better than expected progress and are catching up with their peer group. This ensures that they are making positive strides in their learning in preparation for their move to school.

The key-person system is well developed and effective relationships exist between parents, carers and staff. Parents and carers are invited to attend information evenings, where they receive updates about their child's achievements and progress. Parents and carers are also encouraged to take 'learning journey' files home to look at, so that they are aware of what activities their children have been doing. Staff provide simple guidance for parents and carers to help them support children's learning at home.

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

Children play in a welcoming environment and are greeted warmly by key persons. Children have formed strong relationships with staff. They approach staff and other children with confidence, which shows that they feel happy, secure and safe. They are pleased to be at the setting and to see their friends. The close relationship that key persons have with children's parents enables them to understand children's needs each day and to offer appropriate care. This helps children to settle when they arrive and helps staff to understand why they may require more support on a particular day. Consequently, children's emotional needs are met well and they feel safe and secure.

Children's behaviour is generally quite good while they are absorbed and occupied. However, at times, children's behaviour begins to deteriorate as they lose interest in what is on offer to them. This leads to some boisterous behaviour, where they mistreat toys and resources by emptying boxes of toys on the floor or arguing over toys. Staff intervene suitably, and offer some support for children to become more aware of the need to care for toys and their classroom. However, this is insufficient to ensure that all children make good progress in some areas of personal and social development in preparation for the move to school. There are some opportunities for children to develop their self-care skills as staff escort them to the toilet area and guide them to wash their hands before snack.

Children's health and physical well-being are suitably promoted. Staff help children to develop their knowledge about a healthy diet at lunch time, drawing their attention to foods that are good for them. Children can help themselves to water as required, ensuring they do not get thirsty. Children have some opportunities to go on walks in the area or use the school facilities. Children recall excitedly how they went on a magical treasure hunt, and they talk about the glitter trail which guided them to the treasure.

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

Staff implement their procedures to safeguard children suitably. They understand how to recognise and act on any concerns they have about children. The designated member of staff for safeguarding has attended required training and, therefore, is qualified to support staff should they raise a concern. A policy on the safe use of mobile phones and cameras is strictly enforced and visitors are supervised closely at all times. Regular assessments are undertaken to ensure that the environment is safe for children, and action is taken to minimise risks. Staff ensure that they are deployed well to keep children safe and to be able to offer support at all times.

Arrangements to ensure the suitability of staff are not fully robust. The setting has a suitable recruitment procedure. This includes a secure line of questioning at the interview stage to ensure that any gaps in employment are accounted for. All staff, including new staff members are subject to a Disclosure and Barring Service check to ensure their suitability to work with the children. However, the provider has not always followed their recruitment procedure sufficiently as they have failed to chase up references for new staff

in a timely way. This means that, although new staff are not left unsupervised with the children, some staff have not been subject to a full and complete vetting process to ensure their suitability. In addition, the provider has not informed staff that they are required to report any changes to their ongoing suitability. As a result, the provider is not ensuring that staff, deemed suitable at the point they are recruited, remain suitable throughout their employment. These failures are breaches of requirements.

Self-evaluation and accountability procedures are clear. Since the last inspection the management has changed. The new manager is committed to ongoing improvement and has already identified clear areas for improvement. She is well supported in this role by the committee and staff team who play an active part in the ongoing management and improvement of the setting. Staff are supported to extend their knowledge and continue with their professional development. This includes the manager carrying out observations of staff working with children, identifying training needs and discussing key children's needs. There has been a renewed focus on the quality of teaching. The manager has recently introduced a system for staff to undertake peer observations and self-review to support their practice further. However, teaching is not currently of a consistently high standard across the setting as these new ways of working are still becoming embedded. Nevertheless, areas for improvement raised at the last inspection have been acted on. A new and effective system for monitoring the educational programmes has been implemented. The manager is addressing any gaps in children's learning steadily by accessing bespoke training from the local authority early years team. This training relates very closely to the setting's action plan for improvement, resulting in a noticeable improvement in how staff assess and track children's learning and plan for their specific needs. Other areas for improvement have been suitably identified and the management and staff team demonstrate a capacity to sustain this improvement.

Staff have a sound knowledge and understanding of the importance of working in partnership with parents and carers. Parents and carers report that they are happy with the setting. Comments received during the inspection indicate that they value the positive exchange of information and that they are kept up to date on their child's learning. They value the hard work of the kind and caring staff team who have been particularly diligent in helping their children settle and enjoy their time at the setting. A range of information is shared with parents in the form of newsletters and parents' evenings. Parents and carers are able to discuss their child's progress informally with staff at any time. Staff encourage this dialogue as a way of promoting consistency between home and the setting.

There are effective partnerships with the host school. There are frequent opportunities for children to share the play spaces and equipment in the main school and they are often included in the onsite activities that the school provides. This helps children to prepare for their move to school as they become familiar with the routines and behaviour expected of them. Effective information sharing takes place with other agencies involved in the care and promotion of children's well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY314237
Local authority	West Berkshire (Newbury)
Inspection number	834414
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	12
Number of children on roll	11
Name of provider	Inkspots Early Years Committee
Date of previous inspection	08/12/2009
Telephone number	01488 668219

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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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