

# North Drive Pre-School

North Drive, Grove, Wantage, Oxfordshire, OX12 7PW



## Inspection date

18 March 2015

## Previous inspection date

28 September 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
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Staff are not all confident in the procedures they should follow if they have child protection concerns. This compromises staff's ability to safeguard children's welfare.
- The quality of teaching is poor. Staff do not provide children who stay all day with a varied range of activities that engage them in their learning. Children sit for too long on the carpet and topics covered during group times do not reflect their interests.
- Until recently, the provider did not notify Ofsted of all changes in the committee, as required.
- Staff do not ensure that the noise levels indoors remain suitable for children to have conversation and concentrate on their play. This has an impact on their ability to learn.
- Staff are deployed outside to supervise children but are not always vigilant as they often talk to each other or stand alone rather than closely watch the children.
- Staff management of children's behaviour is poor. They do not consistently reinforce appropriate behaviour with children to help them develop an awareness of boundaries and consequences.
- The use of supervision, induction, self-evaluation and monitoring is not rigorous enough to help staff know their roles and responsibilities, target training needs and drive improvement.

### It has the following strengths

- Staff support children's language development well. They use a variety of techniques, such as sign language and linking sounds to letters, to help children's understanding.

## What the setting needs to do to improve further

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

- ensure all staff receive induction training to help them understand their roles and responsibilities, including information about safeguarding and child protection
- ensure all staff have an appropriate understanding of safeguarding policies and procedures, including the types of abuse and their associated signs and symptoms
- ensure staff supervision and monitoring of practices are used to raise the quality of teaching and improve the organisation of group time activities, to engage and motivate children in their learning
- ensure the environment is organised to encourage children to fully engage in their learning, and that noise levels are monitored and action is promptly taken so that it does not have an impact on children's ability to concentrate
- ensure children are adequately supervised and staff are appropriately deployed and vigilant to ensure children's needs are met, with particular regards to when outdoors
- ensure staff manage children's behaviour appropriately and in a consistent manner
- improve systems to monitor the delivery of the educational programmes and children's development, to ensure all areas of learning are fully covered and to improve the quality of teaching, and obtain an accurate assessment of each child's skills, abilities and progress, to help children make good progress in their learning.

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

- develop secure systems for reflecting on strengths and areas for development and use this information to form a concise action plan to bring about rapid improvement.

## Inspection activities

- The inspector observed children at free play and in group times, and staff interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

## Inspector

Natasha Crellin

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

The quality of teaching is inconsistent. Children are expected to sit on the floor for long periods of time, which results in them becoming restless. Children shout out or talk to their friends, leading to a rapid loss of focus. Children move freely around the environment and make choices in their play. Overall, staff plan effectively to cover all areas of learning. Children enjoy choosing their own toys from the cupboard, such as fire engines and diggers. Noise levels inside can be high and children struggle to concentrate on their play and communication with each other. Assessments are made of children's progress, including the two-year-old progress check, but are not always detailed enough to enable staff to identify and plan for their next steps in learning.

### **The contribution of the early years provision to the well-being of children is inadequate**

Children have friendly relationships with each other and the staff. The key-person system encourages communication with parents, who report that their children are well settled and happy in the pre-school. However, staff do not use consistent strategies to manage children's behaviour. For example, staff do not manage appropriately children who kick, push or scream. This results in poor behaviour escalating, which overwhelms or frightens other children. Staff engagement with children outdoors is inconsistent. They frequently talk to each other or stand around, watching children but not consistently engaging with them to extend their learning. The outdoor area is well resourced and encourages children's physical play, which supports children's health. Children learn about hygienic practices as they wash their hands before snack and lunch. Children are prepared well for school. There is a close working relationship with the school Reception teacher, and children share a garden with the Reception class, allowing them to become familiar with the environment and Reception teacher before they move up.

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

The leadership and management team is weak. A number of requirements have not been met. Children are not effectively safeguarded as some staff are not fully aware of their responsibilities to protect children. The provider has not notified Ofsted of those no longer on the committee within required timescales. This breached requirements. There are systems to regularly supervise staff. However, they have a limited impact as weaknesses are not always addressed through induction, training or support. The management's evaluations of the pre-school have not addressed recommendations raised previously or weaknesses in practice. This demonstrates a poor drive to continually improve the setting. The manager monitors children's learning and development but this does not identify how to improve outcomes for children. The staff work with other professionals to meet children's needs.

## Setting details

<b>Unique reference number</b>	133727
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	841014
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	57
<b>Name of provider</b>	North Drive Pre-School Committee
<b>Date of previous inspection</b>	28 September 2010
<b>Telephone number</b>	07980 335415

North Drive Pre-school is situated in the village of Grove, Wantage, Oxfordshire. It opened in 1969 and operates from its own premises within the grounds of Grove Primary School. The pre-school is open during term-time only, Monday to Friday 8.30am to 11.30am, and Monday to Thursday, 12.30pm to 3.00pm. The pre-school receives funding to provide free early education to children aged two, three and four. The pre-school employs six members of staff. Three hold appropriate early years qualifications at level 3 or above, and three hold qualifications to level 2.

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