

Inkspots Early Years

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



Inspection date	23 February 2016
Previous inspection date	12 January 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There is no trained designated member of staff with responsibility for safeguarding in the setting. Although staff have a clear understanding of what to do if they are concerned about a child, they are not up-to-date with all aspects of safeguarding.
- Induction and supervision arrangements have not been fully implemented for new members of staff. Staff's training needs are not always prioritised appropriately.
- Parents do not always receive clear, ongoing information about their children's development and progress and the next steps in their learning.

It has the following strengths

- Children enjoy their time at the setting. Good settling-in arrangements, including home visits, ensure that children and families are well supported when they first start.
- Staff are good role models for the children. They create a calm, respectful and nurturing environment within the setting. Parents value the friendly and approachable nature of the staff.
- The team leader monitors children's learning and development closely. All children make at least expected progress for their age.
- Children benefit greatly from the rich outdoor learning areas and take part in outdoor activity every day.
- Close working relationships with the adjoining primary school ensure children are well-prepared for the next stage in their education.

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:

	Due Date
■ ensure the practitioner with lead responsibility for safeguarding attends an appropriate child protection training course and updates staff's knowledge of their responsibilities, including the Prevent Duty	30/04/2016
■ implement more robust systems for induction and supervision and ensure staff can access coaching and training opportunities.	30/04/2016

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

- ensure parents receive clear, ongoing information about their children's development and progress and the next steps in their learning.

Inspection activities

- The inspector carried out a joint observation with the team leader.
- The inspector observed teaching and learning both indoors and outside.
- The inspector spoke to parents, children and staff at appropriate times throughout the day.
- The inspector sampled the setting's documentation, including self-evaluation, staff suitability and training records and folders of children's learning and development.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

There is currently no trained designated lead officer for safeguarding children at the setting. This is a breach of the requirements of the Early Years Foundation Stage. However, a member of staff has been identified to take the role and a suitable training course has been booked. Staff understand their responsibilities in protecting children and know how to recognise and refer concerns. Close work with the adjoining school provides additional expertise and support. These factors ensure that the breach of requirements does not have a significant detrimental impact on children's well-being; therefore, safeguarding arrangements are effective. The small staff team work well together and have high expectations for the children. The team leader has a clear understanding of how children learn and monitors their progress accurately. This enables her to identify and address any gaps in children's learning effectively. She monitors the quality of teaching informally and is a positive role model. However, formal induction and supervision arrangements for new staff have not been fully implemented. Staff's professional development is not always given sufficient priority.

Quality of teaching, learning and assessment is good

The quality of teaching has improved. Children choose freely from a wide range of purposeful activities. They are well-occupied throughout the day. They benefit from high levels of good quality interaction. For example, staff speak clearly and demonstrate listening well. Children enjoy spending much of their time playing in the well-planned outside areas. Interesting resources such as a silver foil shelter capture their interest and encourage them to investigate. Staff ensure that children are provided with sufficient challenge. For example, children are asked to identify the most suitable trees to tie the shelter to and then enjoy climbing through the shelter and testing its strength.

Personal development, behaviour and welfare require improvement

Staff know the children well and ensure that their individual needs are met. However, parents are not always kept up-to-date with how well their children are learning and developing. Staff have clear strategies to positively manage children's behaviour. Children learn to use 'kind hands', to take turns and that 'sharing is caring'. They are taught to keep themselves safe; for example, they know to stop when asked while running outside in the wooded areas. They have good opportunities for physical exercise.

Outcomes for children are good

A strong focus on children's personal, social and emotional development helps children grow into confident and independent learners. They develop friendships and show respect and care for each other. Children are beginning to understand that sounds are linked to letters. They enjoy rhymes and songs that help them learn about numbers. When going on a bear hunt they happily repeat refrains from a favourite book.

Setting details

Unique reference number	EY314237
Local authority	West Berkshire (Newbury)
Inspection number	1036768
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	12
Number of children on roll	3
Name of provider	Inkspots Early Years Committee
Date of previous inspection	12 January 2015
Telephone number	01488 668219

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 both parts of the Childcare Register. Inkspots opens Monday, Tuesday and Thursday from 9am until 3pm, term-time only. Children have access to a fully enclosed outdoor area. The setting receives funding to provide free early education for children aged three- and four-years. There are two qualified members of staff, including the manager, who work with the children. The setting has the use of school facilities, including the playground area and main hall.

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