

# Nettlestead & Wateringbury Preschool & Out of school Club



Nettlestead & Wateringbury Pre School, Maidstone Road, Wateringbury, Maidstone, Kent, ME18 5ER

<b>Inspection date</b>	10 June 2016
Previous inspection date	15 October 2015

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

## Summary of key findings for parents

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

- Staff do not continually maintain an accurate daily record of children's hours of attendance as required. This is also a breach of the Childcare Register requirements.
- Leaders do not monitor staff practice or the curriculum effectively. Staff do not gain sufficient information about children's starting points or make accurate assessments to plan for their development. Children do not make consistently good progress.
- Staff do not build on what children know about their own lives and help them learn about others' cultural backgrounds to understand the diverse world in which we live.
- Leaders do not consistently reflect to identify all areas where they can improve or include parents' views in the evaluation process to help build on outcomes for children.

### It has the following strengths

- Staff engage children to keep their interest in the activities available. Children are independent, manage some routine tasks, and learn how to look after the resources.

## 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:

	<b>Due Date</b>
■ maintain an accurate daily record of children's hours of attendance	11/06/2016
■ improve the monitoring of staff and the educational programmes to help improve the quality of the provision and outcomes for children	29/07/2016
■ gain information from parents when children first start and make accurate assessments of children's ongoing development to provide tailored and challenging activities to help children make good progress in their learning.	29/07/2016

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

- extend children's understanding of each other's backgrounds and what makes them similar or different from other people, to help them learn about the diverse world in which they live
- use evaluation more effectively to help reflect on practice and include the views of parents to help improve outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted joint observations with the manager.
- The inspector spoke to parents and children, and considered their views.
- The inspector viewed a range of documentation, including staff suitability checks and children's records.

### Inspector

Sarah Stephens

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders have, with help from other professionals, made some positive steps towards improving the quality of the provision. For example, they have notified Ofsted of changes to the committee members. However, they do not evaluate their practice rigorously or seek parents' views to help appraise the service provided. Leaders do not ensure staff consistently keep a daily record of children's hours of attendance, as required. Leaders do not monitor staff's practice or the educational programmes effectively to check the quality of teaching and children's progress. Nonetheless, they have encouraged staff to attend some training to help improve the quality of teaching. For example a member of staff has completed a level 3 childcare qualification and feels more confident to support children's play. Safeguarding is effective. Leaders ensure staff know the signs that would cause them concern about a child's welfare and the reporting procedures to follow.

### **Quality of teaching, learning and assessment requires improvement**

Teaching is not yet at a good enough standard. Staff do not always make accurate assessments of children's development. They do not plan challenging activities to extend children's learning. Children are not all motivated to join in activities. Staff help children develop some early reading skills. For example, they read stories and give children time to predict what might happen and share their ideas. Staff build children's confidence in their own abilities, such as giving them praise when they recognise a triangle shape. However, staff do not build on children's understanding of the similarities and differences in their cultural backgrounds, and miss opportunities to develop children's interests.

### **Personal development, behaviour and welfare require improvement**

Staff build positive relationships with parents and involve them in their children's care and learning. For example, they have daily discussions and share children's development records. However, they do not ask all parents about what their children can do at home, and when they first start, to help them cater for their individual needs. Staff help children form secure emotional attachments and positive relationships with them. They provide a welcoming and safe environment for children. Staff give children clear guidance to help them behave well. For instance, they remind them about sharing and taking turns.

### **Outcomes for children require improvement**

Children learn a range of skills but do not make any more than typical progress from their starting points. Children enjoy imaginary play. For example, they pretend to be superheroes rescuing each other. However they do not receive good support to build on their interests to increase their all-round learning and development. They are confident to talk to adults and share their views. They learn about people's roles in the community. For example, they excitedly greet the milk delivery person and help take milk into the kitchen.

## Setting details

<b>Unique reference number</b>	EY440322
<b>Local authority</b>	Kent
<b>Inspection number</b>	1031119
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Nettlestead and Watringbury Preschool and Out of Schools Club
<b>Registered person unique reference number</b>	RP909286
<b>Date of previous inspection</b>	15 October 2015
<b>Telephone number</b>	01622813120

Nettlestead & Watringbury Preschool & Out of School Club registered in 2010. The pre-school is open each weekday from 9am to 3pm, and the out-of-school club operates each weekday from 7.30am to 9am and 3.15pm to 6pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs nine staff, four of whom hold appropriate early years qualifications, including one who holds qualified teacher status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

