

Delarue Crickets Pre-School

Poplar Meadow, Welland Road, Tonbridge, Kent, TN10 3TD



Inspection date

19 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The registered person and leaders do not have sufficient knowledge about safe recruitment procedures. Consequently, staff suitability has not been determined. This puts children's safety at risk.
- The manager and some staff do not have an up-to-date knowledge of safeguarding issues in order to effectively support children's welfare. This means they may not act promptly enough, or take the relevant action, if they are concerned about a child.
- There are no effective systems in place for staff supervision to help them improve in their role. This means that children's interests are not fully supported.
- The new systems in place to monitor children's progress are not yet fully embedded or effective.
- Weak self-evaluation arrangements mean that the registered person has not identified the breaches in the requirements of the early years foundation stage and the pre-school's priority areas for improvement.
- There are not enough experiences or equipment provided to promote children's imaginative play. As a result, children do not have opportunities to express themselves, particularly through art, technology and role play.

It has the following strengths

- Staff interact positively with the children. They know them well and provide support that is tailored to their needs. This helps children to settle and feel secure.
- Staff promote children's good behaviour well. As a result, older children are learning to play co-operatively and take account of one another's ideas.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> improve their knowledge and understanding of safer recruitment procedures, with particular regard to the requirement to carry out a disclosure and barring service check (DBS) for all staff and the systems for checking disqualification requirements and ongoing staff suitability 	04/11/2016
<ul style="list-style-type: none"> demonstrate that all staff working on the premises are suitable 	04/11/2016
<ul style="list-style-type: none"> ensure the designated safeguarding lead for the setting has a suitable understanding of the governments statutory guidance, 'Working Together to Safeguard children 2015' and understands the role of the Local Authority Designated Officer 	04/11/2016
<ul style="list-style-type: none"> put in place appropriate arrangements for the supervision of staff who have contact with children and families. 	04/11/2016

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> implement robust systems for self-evaluation in order to identify priority areas for ongoing improvement and enhance the outcomes for children 	11/11/2016
<ul style="list-style-type: none"> improve staff's knowledge and understanding of systems to assess children's progress in order to ensure that appropriate next steps in children's learning are identified. 	11/10/2016
<ul style="list-style-type: none"> extend the range of experiences for children to express themselves through art, technology and role play. 	11/11/2016

Inspection activities

- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with senior leaders to discuss the leadership arrangements of the setting.
- The inspector looked at relevant documentation, including planning and assessment records, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector observed teaching and children's learning.

Inspector

Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding arrangements are not effective. Recruitment practices are not robust. The registered provider and leadership team do not have a sufficient understanding of the requirements for checking staff suitability. They have failed to carry out a disclosure and barring service check for staff. Furthermore they do not check ongoing staff suitability with regard to disqualification requirements. Staff undertake some training, but they do not receive effective supervision to fully support them in their role. The registered provider does not review the impact of this on staff practice. For example, the registered provider had not identified the manager's lack of safeguarding knowledge. Senior leaders do not check to see if there are any differences in how groups of children, such as those with English as an additional language, are progressing. Consequently, staff may miss opportunities to identify where additional support is required for this group.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Systems to measure children's progress are not well used by some staff. This means that some identified next steps for children's learning are not precise. Staff are confident in their teaching skills and children with additional needs are very well supported to ensure they are fully included in all planned activities. Staff effectively promote children's language development. For example, they regularly use familiar songs and gestures within the routine, such as when tidying up. This particularly helps children who need more support with communication skills. Activities and materials for expressive arts and design are limited. They do not give children good enough opportunities to express themselves through design, technology and role play.

Personal development, behaviour and welfare are inadequate

Children's safety is compromised because of the provider's failure to ensure staff are suitable. Staff have positive relationships with children. These help children to settle and become emotionally secure. Parents welcome the daily feedback from their child's key person. Children enjoy a varied menu of freshly prepared nutritious snacks, in line with their dietary needs. They behave well and are responsive to the boundaries in place for their well-being.

Outcomes for children require improvement

As teaching is not yet consistently good children do not make the best possible progress. They are confident and familiar with the routines in place. Older children are able to work as part of a group and take account of each other's ideas. For example, they work together to successfully build a large track, without adult assistance. Children enthusiastically help with tasks such as serving snack. This gives them a sense of responsibility and helps to prepare them for school.

Setting details

Unique reference number	EY493136
Local authority	Kent
Inspection number	1075456
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	12 - 21
Total number of places	26
Number of children on roll	33
Name of registered person	Lynda Wellard & Caron Pritchard Partnership
Registered person unique reference number	RP524309
Date of previous inspection	Not applicable
Telephone number	07496 288372

Delarue Crickets Pre-School registered in 2015. It is managed by a partnership and located in Tonbridge, Kent. It is registered on the Early Years Register. There are seven members of staff working with the children. Six staff have appropriate early years qualifications, which includes one member of staff with qualified teacher status. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school opens during term time only, Monday to Friday from 9.15 am to 3pm.

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.

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