

Kennet Valley Pre-School

Holybrook Centre, Carters Rise, Fords Farm, Calcot, Reading, Berkshire, RG31 7YT



Inspection date

15 November 2016

Previous inspection date

4 October 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure that all staff have updated their knowledge regarding safeguarding issues, so they can recognise when a child may be at risk of harm.
- Managers do not consider how to manage all risks to children's safety during outings. For example, they do not ensure first-aid equipment is accessible at all times, in accordance with requirements.
- The provider and managers do not use secure recruitment processes, have suitable induction arrangements or have effective systems for staff supervision, to ensure that staff are suitable to be employed, know their responsibilities and have the necessary skills to support children in their learning.
- The provider fails to tailor the policy for nappy changing to meet children's individual needs and does not provide a hygienic area where staff can change nappies.
- The provider and managers do not evaluate the provision or monitor children's progress effectively. Managers do not ensure staff complete effective assessments, including required progress checks for two-year-olds, to identify and plan for children's next steps in learning. Not all children make adequate progress in their learning.
- Managers do not share information with other settings children attend to help provide continuity in their learning.

It has the following strengths

- Staff support children to learn to share and take turns. Children behave well.

What the setting needs to do to improve further

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

	Due Date
■ ensure all staff have an up-to-date knowledge of safeguarding issues and know how to identify all possible indicators that a child may be at risk of harm	30/11/2016
■ ensure risks are managed effectively and keep a first- aid kit accessible at all times including when on outings	30/11/2016
■ implement effective recruitment and induction processes to help ensure staff are suitable to work with children, have the skills they need and are aware of their responsibility to disclose any changes to their circumstances that may affect their suitability	07/12/2016
■ ensure that the provider and managers understand their roles and responsibilities, with particular regard to providing effective supervision of those in charge and supervision of the staff, to identify weaknesses in teaching and to provide regular support to help all staff improve their skills	07/12/2016
■ ensure all policies take account of the individual needs of children, with specific regard to their physical development and care needs	30/11/2016
■ ensure there are suitable hygienic areas where staff can change children's nappies	30/11/2016
■ complete the required progress check for all children between the ages of two and three years, to identify any areas where children may need support, and provide parents with a written summary in the prime areas of learning	16/12/2016
■ make effective use of all assessments to monitor and plan accurate next steps for children's learning, with particular regard to supporting children's physical development and to help children learning English as an additional language to develop their communication and language skills.	16/12/2016

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

- develop further relationships with other settings that children attend to provide a more consistent approach to children's learning
- make effective use of self-evaluation to ensure that statutory requirements are met and identify all areas for improvement, to help improve outcomes for children.

Inspection activities

- The inspector had a tour of the areas used by the setting.
- The inspector observed children's activities and completed a joint observation with the manager.
- The inspector spoke with parents, staff and children to gain their views.
- The inspector examined a sample of policies, documents and children's records.
- The inspector discussed the setting's self-evaluation processes with the management team.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider and managers do not carry out their responsibilities effectively. They do not identify all weaknesses in the provision. Safeguarding is ineffective. The provider does not check that all staff are aware of safeguarding issues and fails to implement rigorous recruitment procedures. For instance, suitability checks are not completed for all staff and staff do not know they must disclose any changes that may affect their suitability. Unchecked staff are not left alone with children. This reduces the risk to children's welfare; however, managers do not consider how to manage risks to children adequately when on outings, so as to ensure staff are suitably equipped to provide appropriate care for children in the event of an accident. Staff do not receive a suitable induction when they first start to prepare them for their role. The provider does not ensure that managers receive regular support, or provide effective support and supervision for staff to improve their skills and knowledge and the quality of teaching.

Quality of teaching, learning and assessment is inadequate

There are weaknesses in the quality of teaching. Staff, although qualified, do not have a suitable understanding of how to support all children. For example, they do not know how to support children learning English as an additional language, or those who need to develop their physical skills with regards to self-care, to make sufficient progress. Staff do not make accurate assessments of children's progress to identify all gaps in children's learning. They fail to complete the required progress checks when children are aged between two and three years and do not give parents a written summary of where children are in their learning. Staff do not share information about children's progress with other settings children attend to support their learning consistently. Staff plan suitable opportunities for children to develop an interest in mathematics and early literacy as they play.

Personal development, behaviour and welfare are inadequate

The provider's failure to ensure staff are suitable, or understand their safeguarding responsibilities, and the poorly considered arrangements for outings, compromises children's safety. Staff do not prepare all children well emotionally for their next stage in learning. For example, the provider does not ensure suitable nappy changing facilities are available for staff to use. The pre-school has a policy requiring parents to come in to change their children. Children are left in soiled nappies, or clothing, unnecessarily. This also has a negative impact on children who are learning to use the toilet. Most children play confidently. However, staff do not provide effective support to children who lack communication and language skills. For instance, children learning English as an additional language do not receive the support they need to learn the routines. At times they wander around aimlessly and do not gain the skills to interact with others.

Outcomes for children are inadequate

Not all children make adequate progress. Children's learning needs are not all met effectively. For example, not all children make sufficient progress with communication and language development to support their future learning. Some children develop confidence

in their abilities. For example, they learn to hang up their coats and serve themselves snacks. However, other children do not receive the support they need to develop their self-care skills. Children are not adequately prepared for their next stage in learning and school.

Setting details

Unique reference number	110710
Local authority	West Berkshire (Newbury)
Inspection number	1058722
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	19
Name of registered person	Kennett Valley Community Association Committee
Registered person unique reference number	RP522481
Date of previous inspection	4 October 2012
Telephone number	07884028715

Kennet Valley Pre-School registered in 1991. It operates from the Holybrook Centre on the Fords Farm estate in Calcot, near Reading. The pre-school opens five days a week during school term times. Morning sessions are from 9am to 11.45am and afternoon sessions are from 12.30pm to 3.15pm on Monday, Tuesday and Thursday; and on Wednesday and Friday from 9am to 12.25pm, to include a lunch club. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are four staff members who work with the children and all hold appropriate early years qualifications.

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