

Cray Tots Pre School

The Heritage Community Hall, Craylands Lane, Swanscombe, Kent, DA10 0LP



Inspection date	29 November 2016
Previous inspection date	16 July 2013

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

- Children's safety and welfare are compromised. The provider, who is on the committee, has not provided Ofsted with all relevant details of each committee member, including the identity of the new nominated person, to complete the suitability process. They also fail to ensure all information from identity checks and vetting processes are recorded.
- Staff do not manage children's behaviour adequately. Some children display unacceptable behaviour that staff fail to address effectively. This has a negative impact on other children's experiences and their learning.
- Staff do not have a clear understanding of their role as a key person in supporting children's individual care and learning needs.
- The manager does not review staff performance on a regular basis to ensure she identifies any weaknesses in teaching promptly. Children do not receive adequate challenge to extend their learning. They do not make sufficient progress.
- Staff do not use information gained from their assessments of children's abilities to provide them with meaningful learning experiences. Children do not learn about other communities, cultures and beliefs to build on their understanding of the world.
- Self-evaluation is ineffective. The committee does not identify breaches in requirements or the effects of these on children's care and learning.

It has the following strengths

- Staff support children's self-care skills effectively at times, for example during meals.

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"> ■ provide Ofsted with all the necessary information about new and existing committee members including details of the new nominated person; complete the required documentation including a Disclosure and Barring service check for each person; and supply evidence of these checks to Ofsted, to ensure full suitability processes are completed in a timely manner for all members of the committee | 04/01/2017 |
| <ul style="list-style-type: none"> ■ record the dates and the source of the Disclosure and Barring Service checks for each member of staff, including all volunteers, to ensure that the identity checks and vetting processes demonstrate the suitability of all adults to care for children | 04/01/2017 |
| <ul style="list-style-type: none"> ■ implement effective behaviour management procedures to support children's personal, social and emotional development, which include how to help children manage their feelings and how their actions affect others; and ensure that all staff use clear and consistent strategies to support each child to understand what is acceptable behaviour | 04/01/2017 |
| <ul style="list-style-type: none"> ■ implement effective staff supervision to regularly check their practice, raise the quality of teaching and consistently coach and support staff to improve their individual effectiveness | 04/01/2017 |
| <ul style="list-style-type: none"> ■ improve the effectiveness of the key-person system to meet each child's individual care and learning needs, and to build supportive relationships that help new and existing children settle and feel secure | 04/01/2017 |

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

- | | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ ensure assessment of children's progress is accurate and precise to support them to move on in their learning; and use the information gained to plan for the next stage in each child's development to meet their learning needs effectively | 04/01/2017 |
| <ul style="list-style-type: none"> ■ provide effective opportunities for children to develop their understanding of different cultures and religions beyond their families and communities. | 04/01/2017 |

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector had discussions with the manager about policies and procedures and methods of assessing and planning for children's progress.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation including committee records, children's details, staff vetting procedures and other relevant documentation.
- The inspector talked with parents, the committee treasurer, staff and children at appropriate times during the inspection.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of the leadership and management is inadequate

The committee and the manager do not recognise weaknesses in the practice, and the quality of the provision has deteriorated. Safeguarding is ineffective. The suitability checks Ofsted require for new and existing committee members, including Disclosure and Barring checks, have not been completed for up to two years. In addition, Ofsted are not aware of the details of the new nominated person. Records relating to a volunteer's Disclosure and Barring Service check were not available at the inspection. There was no record of the suitability and identity checks completed for all staff, as required. Staff understand the local child protection referral procedures to follow if they have a concern about a child's welfare. The manager does not monitor children's learning or supervise staff practice effectively. For example, she is unaware that assessments of children's learning are incomplete. The premises are safe. Staff remove hazards in the outdoor area and secure the pre-school entrance. Partnerships with parents are well-established and they feel confident to speak to staff about their children.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is poor. Most staff comment on what the children are doing as they play. However, they do not engage with children effectively to support and extend their learning. Staff do not carry out evaluative observations to identify and plan for the next steps in children's learning and development. Planning is ineffective. Some activities are uninspiring and fail to engage children's interest. For example, staff provide cardboard boxes for children to make models but these are discarded quickly on to the floor as there is no glue or tape available. Too often, children spend time wandering around without anything meaningful to occupy them. Opportunities to teach children about the wider world outside their communities are limited. This restricts them from developing an understanding of different cultures and beliefs.

Personal development, behaviour and welfare are inadequate

Weakness in leadership and management with regard to suitability checks means children's well-being cannot be guaranteed. Staff are not clear about their responsibilities as a key person. They demonstrate a lack of awareness of children's individual needs, particularly when children are new and settling in. Staff do not manage children's behaviour appropriately. Some children frequently display unsafe and poor behaviour. Staff do not consistently give clear messages about what behaviour is expected. Children are unable to learn how to manage their feelings and learning is often disrupted.

Outcomes for children are inadequate

Children make too little progress and are not prepared for their next stages of learning. Although some children demonstrate independence skills in their self-care, poor-quality activities and teaching do not challenge children's learning effectively. In particular, children do not acquire important skills for the future, such as concentration, and do not make good progress in their language development.

Setting details

Unique reference number	127131
Local authority	Kent
Inspection number	1061316
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	15
Name of registered person	Cray Tots Pre School Committee
Registered person unique reference number	RP906608
Date of previous inspection	16 July 2013
Telephone number	01322 382929

Cray Tots Pre School registered in 1995. The pre-school is a voluntary group managed by a committee of parents. The pre-school employs four members of staff and one volunteer. Of these, four hold appropriate early years qualifications at level 2 or above, including the manager who has a level 5 foundation degree. The pre-school is open four days a week during term times only. Opening hours are from 9am to 11.30am on Thursdays and Fridays, and from 9am to 3pm on Tuesdays and Wednesdays. The pre-school receives funding to provide free early education for children aged two, three and four years.

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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