

# Inkspots Early Years

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



<b>Inspection date</b>	21 February 2017
Previous inspection date	23 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
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 setting has not brought about the improvements required following previous inspections. A lack of monitoring and oversight by the committee and the previous manager has led to deterioration in standards over the last year.
- Staff's knowledge and understanding of safeguarding is weak. This means that children's safety and welfare is compromised.
- Systems to measure the progress that children make in their learning and development are not fully effective. Planning is not carefully linked to what the children need to learn next.
- Staff are not working in partnership with other settings and professionals to ensure children's needs are identified and addressed.

### It has the following strengths

- Staff are kind and caring. There is a warm family atmosphere within the setting.
- Children are settled and content. They approach staff confidently to ask for help or tell them their news.
- The new manager has improved communications with parents. For example, home link books and a newsletter have been recently introduced.

## 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>
<ul style="list-style-type: none"> <li>■ improve staff's knowledge and understanding of how to identify, record and manage concerns about children's welfare</li> </ul>	31/03/2017
<ul style="list-style-type: none"> <li>■ ensure that planning is based on precise and timely assessments of children's individual stage of learning and development so that all children make the best possible progress</li> </ul>	30/04/2017
<ul style="list-style-type: none"> <li>■ put effective arrangements in place to support the professional development of the manager and staff so that weaknesses within the setting are identified and addressed, thereby improving outcomes for children.</li> </ul>	31/03/2017

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

- build relationships with other settings that children attend in order to provide consistent care and learning.

### Inspection activities

- An inspector spoke to a few parents at the setting and took their views into account.
- An inspector observed the quality of teaching and children's learning.
- An inspector carried out a joint observation with the new manager.
- An inspector spoke to staff and children at appropriate times throughout the inspection.
- An inspector sampled the setting's documents such as records of children's learning, the self-evaluation form and staff files.

### Inspector

Penny Fisher, Her Majesty's Inspector

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Prior to the very recent change in manager, the previous manager and the committee failed to address key weaknesses in the setting. Insufficient action has been taken to address the breaches of requirements found at two previous inspections that both judged the setting to require improvement. Arrangements have not ensured that staff are well supported in their roles. A lack of supervision means staff have had very limited opportunities to develop their practice through effective coaching, mentoring or training. Safeguarding is ineffective. Staff are not sharing important information with other agencies. They lack a sufficient working knowledge of policies and procedures to protect children. This includes what to do in the event of an allegation against a member of staff.

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

The system in place to observe, assess and plan for children's learning and development is not working well. Staff collect information about what children know and can do when they start at the setting. However, this information is not being used to make initial assessments of children's starting points in their learning. This means that staff do not have a baseline from which to measure the progress children make at the setting. The quality of teaching is variable. Despite this, children enjoy their time at the setting. This is because staff take a warm interest in them. Some good quality interactions encourage children to play and explore, and grow in confidence. For example, staff role model language well and ask the children lots of questions. This means most children are becoming confident talkers.

### **Personal development, behaviour and welfare are inadequate**

The breaches of the statutory requirements for safeguarding have a significant impact on children's safety and well-being. For example, staff are not clear about their duty to make sure that children are not at risk of being exposed to extreme ideas about right and wrong. Partnerships with other settings that children attend have not been established, which means that information to support children's learning is not shared. Parents value the small, homely atmosphere at the setting. Children behave well because staff treat them with respect and provide clear boundaries. Children play together cooperatively and build secure relationships. They are beginning to learn about turn taking and sharing, such as when they play a card game.

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

Some weaknesses in teaching mean that children are not making the best possible progress. The staff's planning does not target gaps in children's learning, such as boys' literacy development, sufficiently well. Despite this, most children are working at levels expected for their age. Children are developing their concentration skills. For example, some children spend considerable time building models with bricks. They take great pride in their achievements. For example, a child beamed with delight when her early writing was displayed at the setting. Children are learning about good hygiene and how to manage their toileting needs. However, some still require further support with this in order to ensure they are ready for school.

## Setting details

<b>Unique reference number</b>	EY314237
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1073760
<b>Type of provision</b>	Full-time 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 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Inkspots Early Years Committee
<b>Registered person unique reference number</b>	RP525829
<b>Date of previous inspection</b>	23 February 2016
<b>Telephone number</b>	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 both parts of the Childcare Register. Inkspots opens on 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 four qualified members of staff, including the new manager.

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