

# Inkspots Early Years

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



<b>Inspection date</b>	27 June 2017
Previous inspection date	21 February 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- On occasions, staff do not deploy themselves appropriately to meet the needs of all the children well enough. This results in some children not receiving consistent messages about what is expected of them.
- Staff do not support children to build on their knowledge and understanding of the similarities and differences between people in the world.
- At times, staff do not use all areas of the environment successfully enough to ensure children have sufficient space and areas to concentrate and engage in quiet activities.

### It has the following strengths

- Overall, children are confident and happy in the pre-school. They enjoy a variety of play activities that supports their interests and helps their learning and development.
- Staff achieve good outcomes for children. They consistently observe, track and plan effectively for children's learning to ensure they all make good ongoing progress.
- Partnerships with parents and other professionals involved in children's care and education are positive. They have a shared approach to supporting children's learning.
- The committee and the manager have a strong awareness of how to implement safer recruitment procedures. They check that all staff working with children are safe and suitable to do so.

## 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 that children are supervised effectively at all times to meet their individual care and learning needs. 27/07/2017

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

- extend children's knowledge and understanding of the similarities and differences between themselves and others, to further develop their awareness of diversity
- create an environment that enables children to concentrate, play quietly and relax more easily without interruption.

## Inspection activities

- The inspector observed children's involvement in activities inside the pre-school and outside.
- The inspector looked at a sample of children's records and discussed these with staff.
- The inspector took account of the views of parents spoken to on the day and spoke to children where appropriate.
- The inspector looked at and discussed documentation in relation to safeguarding, risk assessments and staff performance.
- The inspector undertook a joint observation with the manager.

## Inspector

Tracy Bartholomew

## Inspection findings

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

The committee and the manager work well together and have made some suitable improvements to the pre-school since their last inspection. Although supervisions for staff are in place, not all staff act proactively on advice from the manager to ensure they are deployed effectively to meet the needs of all children. For example, some staff are seen to leave groups of children without good levels of supervision, which results in some incidents of unacceptable behaviour going unnoticed. Safeguarding is effective. Staff have a suitable understanding of safeguarding matters and know what action to take if they have concerns about children's welfare. Staff have regular training opportunities to help improve their knowledge and understanding. For example, staff have recently undertaken training on observation and tracking which has helped them to improve the planning for children's learning.

### **Quality of teaching, learning and assessment is good**

Overall, children are well engaged and receive a positive experience at the pre-school. The manager monitors the progress that children make and can show that children make good progress that is at least typical for their age. Staff plan a range of activities to excite and engage children in learning. For instance, outside, children have fun hunting for bugs, drawing pictures of them, investigating the insects and finding out where they live. Staff build children's imagination skills, communication and language well. For example, staff follow the children's excitement and lead in make-believe play as they chat and ask them questions about the pretend snake they have seen in the garden.

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

Staff provide a welcoming environment for parents and children. For example, children's artwork is attractively displayed and resources are readily available. However, staff do not consistently plan purposefully for children to learn more about what makes them unique and the similarities and differences between themselves and others. Children have sufficient space to play; however, sometimes staff do not make the best use of the space they have available. They do not make provision for children who prefer to play quietly to be able to follow their interests undisturbed. Overall, staff provide a sufficient amount of praise and encouragement to the children. For example, they reward children for using good manners at mealtimes. However, staff deployment is not effective and, at times, some incidents of poor behaviour go unnoticed. Children do not receive consistent messages about what is acceptable behaviour. Staff suitably support children to follow healthy lifestyles. For example, they encourage suitable opportunities for fresh air and exercise.

### **Outcomes for children are good**

Children develop good skills needed for their next stages of learning. For example, all children participate in group times which aid their literacy skills. They learn about letters and the sounds they represent, for example. Children develop good independence skills. They help to tidy away and choose toys and equipment for themselves.

## Setting details

<b>Unique reference number</b>	EY314237
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1086713
<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>	3 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Inkspots Early Years Committee
<b>Registered person unique reference number</b>	RP525829
<b>Date of previous inspection</b>	21 February 2017
<b>Telephone number</b>	01488 668219

Inkspots Early Years registered in 2005. The provision opens on Monday, Tuesday and Thursday from 9am until 3pm, during term time only. The setting receives funding to provide free early education for children aged three and four years. There are three qualified members of staff, including the manager.

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