

Chalvey Grove Children's Centre Early Years Service

Montem Academy, Chalvey Grove, SLOUGH, SL1 2TE



Inspection date	26 March 2018
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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not risk assess or manage children's challenging behaviour effectively to prevent them from hurting other children. Staff do not help children learn behavioural expectations and develop good social skills.
- Staff do not receive training, support and coaching that effectively improves the quality of their teaching practice and outcomes for children aged from two years. This includes children who are learning English as an additional language whose communication and language development are not reaching typical levels of development.
- The organisation of the toddler and pre-school rooms is poor. The learning environment is noisy and extremely chaotic. Staff are not well deployed to meet children's individual needs.
- Leaders and managers do not robustly evaluate the quality of teaching practice and assessment to ensure that all children enjoy purposeful play opportunities, are suitably challenged in their learning and development, and make good progress.
- Some staff do not communicate effectively with children. They do not always explain to children what they want them to do and just hold them by the lower arm to take them to do things. They do not give children time to try to do things for themselves.

It has the following strengths

- Staff working with children under the age of two years meet their individual needs.

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:

	Due Date
■ ensure staff risk assess children's challenging behaviour and use this information to keep all children safe	16/04/2018
■ ensure all staff develop the skills they need to risk assess and manage children's challenging behaviour effectively and to help children learn behavioural expectations and develop good social skills	16/04/2018
■ ensure all staff receive training, support and coaching that effectively improve the quality of their teaching practice and outcomes for children in the toddler and pre-school rooms, including children who are learning English as an additional language	16/04/2018
■ ensure staff provide older children with a calm and well-organised learning environment where they are well deployed to support their key children's learning and development and meet their individual needs	16/04/2018
■ ensure leaders and managers robustly evaluate the quality of teaching practice and assessment to ensure that all children enjoy purposeful play opportunities, are suitably challenged in their learning and development, make good progress and are ready for starting school	16/04/2018
■ ensure all staff communicate effectively with children so they learn to follow instructions, do things for themselves and develop independence.	16/04/2018

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information we received about this provider.
- The inspector talked with children, parents, staff, leaders and managers.
- The inspector sampled documentation and discussed self-evaluation.
- The inspector observed indoor and outdoor activities.
- The inspector completed joint observations with the Children's Centre manager.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff supervise children but they do not intervene quickly enough to prevent children's challenging behaviour causing accidents. Staff do not risk assess how they can reduce these incidents. This compromises children's health and safety. The quality of teaching practice in the toddler and pre-school room is poor. Leaders and managers do not check and evaluate that staff use what they learn during training to continually improve their teaching practice and meet children's individual needs. Managers can explain how pupil premium funding has been used to support children's progress. Gaps in boys' mathematical development have been reduced, for instance, through using recycled materials during modelling activities, creating numbered parking bays for wheeled toys and adding resources in the mud-kitchen area. However, it is not evident how staff's poor teaching practice achieved this. All staff attend local authority safeguarding training during induction and every three years. They understand what to do if they are concerned about a child's safety. Overall, staff work well in partnership with parents to meet children's individual care needs. For example, there are plans to provide support for parents with potty training their children. Staff communicate with parents in a polite and respectful way. They provide parents with all required information, including policies and procedures. The manager and staff follow the policy and procedure if a parent is late collecting their child.

Quality of teaching, learning and assessment is inadequate

Staff working with children in the toddler and pre-school rooms do not have a sound knowledge and understanding of how to promote, extend and assess children's learning. For instance, when children build constructions using connecting bricks, staff miss opportunities to extend their language and mathematical development. Staff do not value children's creations. For example, when it is time to tidy up, they do not notice that children want to continue with what they set out to do. They take children's constructions away from them, dismantle them and put the bricks away in a box. Some staff do not talk and engage with the children during their play or provide them with a positive role model. For instance, they use one-word instructions, such as 'apron' when children are painting. Staff do not notice and talk about the paintings, for example, to develop children's confidence to communicate. Staff do not support children's interests well, for example, when children show interest in how technology works. Staff initiate some activities, such as using music and movement. However, after a short time they walk away and leave children not knowing what to do next. Most of the older children do not engage in purposeful play. For instance, staff do not notice or respond when children aimlessly kick wheeled toys and move around the room disrupting other children's play. Staff provide a range of activities for children to use in the out-of-school provision and follow the policy to support children who choose to do their homework when they attend after school.

Personal development, behaviour and welfare are inadequate

Most staff working with children over the age of two years do not know how to manage children's challenging behaviour effectively. Staff do not explain to children what is expected and do not support them to learn how their behaviour affects others. Some

children scream with frustration while fighting over an apron they both want to wear. Children do not develop good social skills. Most staff hold valid first-aid qualifications. They respond appropriately, and administer first aid, when a child has an accident. The organisation of the toddler and pre-school rooms is extremely poor. The environment is noisy and very chaotic and does not support children's learning. The key-person system is not used effectively to meet the care needs of children aged from two to four years. For example, staff do not try and find out why some children in the toddler room cry and become frustrated at mealtimes. They do not notice when some children repeatedly put their face and mouth onto their plate because they cannot use the cutlery successfully. Some staff do not communicate effectively with children to develop their independence. However, staff working with the children aged under two years effectively respond to children's emotional needs and successfully help them to settle and feel secure. These children enjoy exploring paint and shaving foam with their hands. Children play actively outdoors every day. A local authority nutritionist works with the nursery chef to create healthy menus. Although not all children eat well, the food provided is at the correct temperature.

Outcomes for children are inadequate

Overall, children are not well prepared for their future learning and starting school. Gaps in children's communication and language development are not being reduced for children who are learning English as an additional language. Not all children learn how to behave appropriately, control their emotions and develop positive relationships with others. Children in the toddler and pre-school rooms do not play purposefully and do not learn to concentrate and persist during activities. They do not learn to follow instructions and do not develop good independence. However, children in the baby room are motivated to explore and learn.

Setting details

Unique reference number	EY541756
Local authority	Slough
Inspection number	1133350
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	98
Number of children on roll	107
Name of registered person	Slough Borough Council
Registered person unique reference number	RP541754
Date of previous inspection	Not applicable
Telephone number	01753 574387

Chalvey Grove Children's Centre Early Years Service registered in 2014. It is located in Slough, Berkshire. The setting receives funding for the provision of free early education for children aged two, three and four years. It is open Monday to Friday from 8am to 6pm, for 51 weeks a year. The provision employs 12 staff. Of whom, one holds a relevant qualification at level 6, one holds a qualification at level 4, eight are qualified at level 3 and two at level 2.

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