

Kintbury Pre-School

Preston Hall, Gainsborough Avenue, Kintbury, Berkshire RG17 9XN



Inspection date	10 September 2018
Previous inspection date	20 March 2018

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

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff do not precisely use the information gathered from their observations and assessments to clearly identify and plan for what children need to learn next. Some records sampled lack significant detail of children's development. This means that not all activities provide sufficient challenge to support children's good progress.
- Staff have not explored the most effective ways to fully support new children, to enable the key person to be fully prepared to build relationships and already know what children can do when they first join.
- Systems to monitor the quality of teaching are not well embedded to help staff to improve the effectiveness of their practice.
- Leaders are not using information about how children learn to make sure that any gaps in children's learning are swiftly closing, to help them more clearly identify where individuals or groups of children may need additional support.

It has the following strengths

- Despite only being in post for a very short time, the new temporary manager, committee and staff have quickly identified where significant improvements are needed to raise the safety for children. Leaders have already made many positive changes, but it is too soon to see the full impact of some of these.
- Parents are happy with the service provided. They say that they are kept informed about how their children spend their time and express how their children enjoy attending. Parents have noted the positive changes the new management team is making.

What the setting needs to do to improve further

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

	Due date
monitor staff's assessment and tracking to ensure staff maintain precise and accurate assessments which quickly identify any child who may be at risk of slipping behind in their learning and development	26/10/2018
ensure staff receive effective support and training to ensure they fulfil their roles as children's key persons	26/10/2018
improve the monitoring and evaluation of practice to raise the quality of teaching to a consistently good standard across the pre-school.	26/10/2018

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

- strengthen systems to more accurately identify how any gaps in individual children's learning, or groups of children, are closing.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the chairperson. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and staff have made many improvements to the pre-school since the last inspection. A new manager and committee have stepped in to ensure that staff have up-to-date knowledge of safeguarding and they know where to report any concerns they may have about children's welfare. Leaders have begun to introduce supervision meetings and they share their knowledge and skills during staff training and development meetings. However, the monitoring of staff practice is not rigorous enough to identify the key weaknesses in practice. Staff establish positive relationships with parents, schools and other professionals, such as the local authority adviser.

Quality of teaching, learning and assessment requires improvement

Weaknesses within the use of observations and assessments mean that children are not supported to make better progress in their learning. Staff observe children as they play and have a general overview of their development. However, leaders do not sharply focus on reviewing the progress made by specific groups of children, to monitor that any emerging gaps in learning are closing as quickly as possible. Furthermore, during the inspection, not all records in regards to assessing and monitoring of individual children's progress were up to date and accurate. Nonetheless, children arrive full of excitement and are ready to learn. The environment is bright, welcoming and staff support children to develop their independence in making choices. Staff encourage children's communication and language skills well. For example, they engage children well in conversation about recent holidays, their families and interests.

Personal development, behaviour and welfare require improvement

Staff gather some information from parents when children first start. However, the role of the key person is not effectively implemented so that new children settling-in are able to form a close attachment with a member of staff. This does not support them in becoming familiar with their new surroundings and promote children's emotional well-being appropriately. Staff praise children and encourage them to tidy up. Children follow consistent guidance from staff and behave well. Children begin to develop an awareness of how they keep themselves safe indoors and outdoors. Children have daily opportunities to be physically active and benefit from fresh air and exercise. For example, children enjoy completing fun obstacle challenges outdoors.

Outcomes for children require improvement

Weaknesses in the quality of teaching and assessment mean that not all children are supported to make consistently good progress in their learning and development. However, children are gaining some basic skills to help prepare them for school. Older children demonstrate good levels of confidence, self-esteem and attempt many tasks by themselves. Younger children are learning how to socialise well and to solve problems as they eagerly use construction materials.

Setting details

Unique reference number	EY349727
Local authority	West Berkshire
Inspection number	10057073
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	12
Name of registered person	Kintbury Pre-School Playgroup Committee
Registered person unique reference number	RP526862
Date of previous inspection	20 March 2018
Telephone number	07765 040269

Kintbury Pre-school registered in 2007. It is open for four days a week during term time only, with sessions operating on Monday, Tuesday, Thursday and Friday from 9am to 3pm. The pre-school does not open on Wednesday. It provides funded educational places for two-, three- and four-year-old children. The pre-school employs four staff and, of those, all staff members hold a recognised early years qualification at level 2 and level 3 .

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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