

Kennet Valley Pre-School

Holybrook Centre, Carters Rise, Fords Farm, Calcot, Reading, Berkshire
RG31 7YT



Inspection date	18 October 2018
Previous inspection date	30 April 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is inadequate

- The systems for supervision and monitoring of staff practice are not effective. Although some support has been given to staff, it has not been effective in identifying specific training needs and has not improved the quality of teaching.
- Poor-quality teaching hinders the progress children make. Staff do not plan activities which challenge children and engage their interest in learning.
- Staff fail to support children's language and communication skills well enough during planned activities.
- Procedures for risk assessment are not robust. Staff do not identify all possible risks in the areas used by the children, which means the hazards remain accessible to the children.

It has the following strengths

- Staff know the children and their families well, and they provide a nurturing environment where children feel secure. Children are happy and settle well on their arrival. They confidently approach staff when they need help.
- Partnership with parents is positive. Regular communication with parents keeps them informed of the activities their children take part in. Parents comment they enjoy taking home their child's file to share with other members of the family.
- Children develop their independence skills through the daily routines in readiness for moving on to school. For example, they put on their coats when going out to play, pour their own drinks at snack time and make choices about what they want to play with.

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
increase staff skills and knowledge of how children learn and develop, through monitoring, mentoring and training, to improve the quality of teaching	14/12/2018
develop effective systems for staff supervision to provide opportunity for confidential discussion of sensitive issues and continuous improvement	14/12/2018
use information gained from observations to provide challenging experiences to support children's learning	14/12/2018
improve the provision for children, especially those who are quieter, or those who speak English as an additional language, to develop their speaking and listening skills	14/12/2018
take all reasonable steps to ensure children are not exposed to risks and demonstrate how risks are managed, specifically with regard to the hot radiators.	02/11/2018

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, inside and outside.
- The inspector held meetings with the manager during the inspection.
- The inspector sampled a range of documentation, including suitability records, training files and records of children's learning.
- The inspector spoke to the parents and gained their views.
- The inspector conducted a joint observation with the nursery manager, and held a discussion with the local authority improvement adviser.

Inspector

Maria Conroy

Inspection findings

Effectiveness of leadership and management is inadequate

Leaders and managers have worked with the local authority to address the weaknesses identified at the previous inspection. They have recently implemented procedures to monitor the quality of teaching. However, the analysis of staff practice is not sufficiently accurate. As a result, staff effectiveness is limited. This slows the improvement of staff personal effectiveness. Safeguarding is ineffective. The provider has failed to complete robust risk assessment on the areas accessed by the children. As a result, the hot radiators remain accessible to the children, which puts children at risk of harm. All staff have completed safeguarding training, specific to their role. This has enabled them to have a secure knowledge of the procedure to follow in the event a child may be at risk of harm. The provider has met their legal requirements to inform Ofsted of changes to the provision. This includes when there is a change of those associated with the organisation. All staff, including those on the committee, have completed the appropriate suitability checks.

Quality of teaching, learning and assessment is inadequate

Managers have started to monitor groups of children, along with individuals, to identify gaps in their learning. However, the process is new and is not yet embedded in practice. As a result, staff fail to use the information they know about individual children effectively when planning activities. Consequently, some learning experiences do not provide children with sufficient challenge. This restricts the progress children make, particularly those who require more targeted support in developing their communication and language skills. Small-group activities are not always successful. This prevents those children who are less confident in benefiting from the learning experience.

Personal development, behaviour and welfare are inadequate

Children's safety is not assured because leaders and managers have failed to implement robust risk assessments. Nevertheless, the manager and staff work well with parents to settle children to help them feel secure. They form close relationships, which promote children's emotional well-being effectively. Children's health and well-being are promoted successfully. Children are encouraged to wash their hands before they have their healthy snack and have regular opportunities to play outdoors. For example, they enjoy throwing balls, jumping into hoops and running in open spaces. Children generally behave well. They learn to share, take turns and follow simple rules.

Outcomes for children are inadequate

The weaknesses identified in the quality of teaching and learning prevent children from making sufficient progress in their development. Poor teaching does not help children to learn what they need. This is because some activities are not carefully planned by staff. However, children enjoy playing with their friends. They dress up in a variety of costumes, make flags for their sandcastle and use magnetic blocks to make vehicles.

Setting details

Unique reference number	110710
Local authority	West Berkshire
Inspection number	10070382
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 4
Total number of places	24
Number of children on roll	12
Name of registered person	Kennett Valley Community Association Committee
Registered person unique reference number	RP522481
Date of previous inspection	30 April 2018
Telephone number	07884028715

Kennet Valley Pre-School registered in 1991. It operates from the Holybrook Centre in Calcot, near Reading. The pre-school opens five days a week during school term times. It opens on Monday, Tuesday and Thursday from 9am to 11.45am, and on Wednesday and Friday from 9am to 12.25pm, including a lunch club. The pre-school receives funding for the provision of free early education for children aged three and four years. There are four staff members who work with the children, two of whom hold an appropriate early years qualification at 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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