

Inspection of Kennington Pre-School

The Avenue, Kennington, OXFORD OX1 5PP

Inspection date: 19 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settle well. They are pleased to see their friends and greet staff warmly. Children benefit from close relationships with the manager and staff, which ensures they feel safe and secure. They are enthusiastic and keen to engage with the resources provided. Children are eager to try things and have a go. For instance, they excitedly share their knowledge of shapes and colours at group time.

Children enjoy exploring the outdoor area, especially hunting for insects and playing with water. They use books to identify the creatures they have found. Children delight in talking about the snails they keep in a tank to observe and care for. However, staff have yet to fully develop a clear and effective curriculum for children. As a result, staff are not able to clearly focus on children's individual learning needs to precisely support their progress.

Children behave well. They learn to share and take turns, as staff help them use a timer to know when they can access a particular activity or toy. Children understand the routines of the setting. For example, they respond to the bell at tidy-up time and know what to do. They excitedly recall the golden rules, such as 'kind hands' and 'good listening'. Consequently, children understand expectations and respond positively to these.

What does the early years setting do well and what does it need to do better?

- Leaders and managers have made significant improvements since the last inspection. For example, they have carried out a review of the procedures used in the setting to ensure all those with oversight understand their roles. Additionally, leaders and managers have secure recruitment processes in place to ensure all adults connected to the setting are suitable. However, leaders and managers do not yet monitor staff practice consistently. This impacts on the quality of experiences for children.
- The manager and staff do not record children's attendance well enough. The hours children and staff attend the setting are not included in the register. This is a breach of requirements.
- The curriculum that is in place for children lacks clarity and precise focus to support their individual learning. The manager and staff provide appropriate resources and some planned activities with the intention to build on children's interests. However, these do not focus closely enough on what children need to learn next. Therefore, children are not yet making the full progress they are capable of.
- Staff know the children well and understand their needs. However, the assessments they complete of children's learning are not yet fully effective to inform future planning. Additionally, the next steps in place for children are not

always appropriate, such as pen control for the very youngest children.

- Professional development for the staff team is given high priority. Following recent training, staff use ideas and strategies around reinforcing behavioural expectations to support children well. This is evident in the positive attitudes of all children.
- On the whole, staff interactions with children are positive and support their learning. They use some questions to help children think. However, at times, without warning staff remove children from their chosen activities either by taking their hand or picking them up. This leaves children confused and unable to give their consent to routine self-care tasks, such as nappy changing.
- The manager and staff support communication and language well, including those who speak English as an additional language. Children enjoy books and share well-known stories and 'story sacks'. Staff introduce new words to children and help them to build sentences. For instance, when they say 'car', staff model back 'big blue car'.
- Staff effectively identify the needs of disadvantaged children. They seek help from other professionals for children with special educational needs and/or disabilities. Subsequently, children receive the help and support they need. The manager makes good use of additional funding. As a result, children make progress in their learning and any gaps begin to close.
- Parents are happy with the setting. They report that their children are happy, settled and enjoy attending. Staff share regular information with them about their children's well-being and learning. As a result, partnerships with parents are effective.

Safeguarding

The arrangements for safeguarding are effective.

Effective risk assessments ensure children access a safe and secure provision. The manager and staff have recently completed safeguarding training to refresh their knowledge and understanding. They are able to identify the indicators that a child may be at risk of harm or abuse. The manager and staff demonstrate a robust awareness of the processes to follow if they have any concerns about children. This is in line with local procedures. The manager and staff understand wider safeguarding aspects, such as radicalisation and county lines. The designated safeguarding leads are fully aware of their responsibilities to ensure they safeguard children effectively.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance	09/06/2022
develop the curriculum to ensure it clearly identifies what children need to learn next to build on their individual stage of learning and to reflect their individual needs	09/06/2022
ensure that assessment is used effectively to understand children's level of development and to shape next steps in learning.	09/06/2022

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

- continue to develop the monitoring of staff practice, so staff can receive the guidance to enhance the quality of experiences for children
- develop staff practice further to ensure they explain to children when they intend to complete care practises or there is a change in routine.

Setting details

Unique reference number	EY550083
Local authority	Oxfordshire
Inspection number	10212620
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	32
Name of registered person	Kennington Playgroup CIO
Registered person unique reference number	RP550082
Telephone number	01865 326606
Date of previous inspection	4 October 2021

Information about this early years setting

Kennington Pre-School, re-registered in 2017, as a Charitable Incorporated Organisation. It operates in the grounds of St. Swithun's School, Kennington, Oxfordshire. The pre-school employs nine members of staff. Of these, one has qualified teacher status, six hold a qualification at level 3 and one has a qualification at level 2. The pre-school is open Monday to Friday 9am until 3pm term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two and three years.

Information about this inspection

Inspector
Clare Perry

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation of a planned activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

We carried out this inspection 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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