

Inspection of Ventnor Community Early Years

Trinity Road, Ventnor, Isle of Wight PO38 1NL

Inspection date: 28 June 2022

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education	Inadequate
--------------------------	-------------------

Behaviour and attitudes	Inadequate
-------------------------	-------------------

Personal development	Inadequate
----------------------	-------------------

Leadership and management	Inadequate
---------------------------	-------------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being is compromised at the setting. They spend long periods of time with no interaction from staff. For example, children stand alone for some time staring out of a window. Staff fail to acknowledge this. As a result, not all children make the progress they are capable of.

Staff fail to prioritise making sure children are safe and their needs met. They are not consistent in supporting children to understand behavioural expectations. For example, children run into hallways and begin to push each other, while staff busy themselves elsewhere instead of managing this.

Children are bored. They do not engage with activities. Staff do not plan meaningful experiences that challenge children's learning. For example, children use tweezers to pick up pretend worms in mud. However, staff do not interact well enough to capture children's interest. Children carry out the activity for a short time only and move away quickly.

Children's communication and language development is poor. Staff do not support children's vocabulary as they do not talk back and forth with them. Children become disengaged and distracted in their learning. For instance, staff supervise children in the role-play area, who silently play on their own. No learning takes place beyond what the children already know.

The youngest children have secure attachments with staff, which supports their confidence. For example, children happily explore the garden and find bugs. Staff enthusiastically ask the children about the insects. In response, children smile and giggle as they show the staff what they have collected.

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

- Staff do not consistently support children's communication and language development. Children are very quiet and lack confidence in social situations. Staff explain that they often need staff by their side to support them. Yet staff fail to put this into practice which has a negative impact on children's learning. For example, children do not speak for over an hour to peers until staff sit with them to help. Staff are not supporting children to learn how to engage in back and forth conversations. Children are not making adequate progress in their speech development.
- Staff fail to deploy themselves effectively. They often leave less-experienced staff to manage children's extremely poor behaviour. As a result, the room is chaotic and little learning takes place. For instance, children repeatedly run around hallways and playrooms throwing toys. This disrupts other children's

learning. Children do not respond when staff ask them to stop. Staff do not have effective measures in place to promote positive behaviour.

- Leaders do not have effective arrangements in place to support staff's professional development. Staff attend some training courses, but this does not have a positive impact on teaching. Staff explain they have attended curriculum training. However, they fail to plan appropriate activities for children. As a result, children in this setting are not ready for their next stage in learning.
- The special educational needs coordinator ensures there is effective communication between the setting, parents and other professionals. However, practice does not always support children with special educational needs and/or disabilities effectively. For example, staff fail to support children who have speech and language delay and do not consistently adapt teaching where needed.
- The manager knows children's families well and understands each individual's circumstances. She works closely with staff to ensure families are well supported. For example, the manager offers parents flexibility in the days children attend. This helps to support families who have an emergency at home.
- Staff know children well and they have caring relationships. Children have cuddles when needed from sympathetic staff who care for them. However, staff fail to recognise that the learning environment is not adequately meeting children's needs. For instance, children do not have the confidence to choose an activity in the garden. They sit alone for some time.
- Parents report being happy with the care they receive from the setting. They explain that children settle very quickly. Parents say that staff are caring and understanding towards their family's needs. They proudly share that their children are ready for school. Parents explain that the setting has already had teachers in to visit, to support a smooth transition.

Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff undertake regular training to ensure they have strong safeguarding knowledge. They know how to spot signs or symptoms of many safeguarding issues, such as physical abuse. Staff know their responsibility and they understand where to report concerns about children's welfare. However, the manager and staff fail to manage poor behaviour effectively. Children are at risk of hurting themselves or others. Staff do not support children in understanding how to keep themselves safe.

What does the setting need to do to improve?

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

	Due date
--	-----------------

develop staff's knowledge and understanding of how to support and extend children's communication and language skills to help them make consistent progress in this area	22/07/2022
ensure staff understand and implement effective strategies to manage children's behaviour and promote their safety and well-being	22/07/2022
develop and implement a broad and stimulating curriculum to ensure children take part in meaningful and enjoyable experiences across all areas of learning	22/07/2022
ensure staff have appropriate skills and knowledge to support children with special educational needs and/or disabilities and meet their individual needs.	22/07/2022

Setting details

Unique reference number	EY464449
Local authority	Isle of Wight
Inspection number	10128633
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	89
Number of children on roll	58
Name of registered person	Ventnor Community Early Years Centre Ltd
Registered person unique reference number	RP532727
Telephone number	01983 856 868
Date of previous inspection	14 August 2015

Information about this early years setting

Ventnor Community Early Years registered in 2010. The nursery re-registered when it became a limited company and changed premises in 2013. The nursery operates from the old school in the grounds of St Wilfrid's Church, in Ventnor on the Isle of Wight. The nursery is open each weekday from 8am until 5pm for 50 weeks of the year. It closes for two weeks over the Christmas holidays and all public holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are nine members of staff employed to work with the children, including the manager, who holds early years professional practice status. There are seven other staff who hold relevant qualifications, with two at level 6.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022