

Inspection of Kemerton Early Years and Forest School C.I.C

Victoria Hall, Kemerton, Tewkesbury, Worcestershire GL20 7HP

Inspection date:

14 September 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

Good

What is it like to attend this early years setting?

The provision is inadequate

There are a number of breaches to the requirements set out within the 'Statutory framework for the early years foundation stage'. Children's safety and welfare are not assured because there are substantial weaknesses in leaders' and staff's safeguarding knowledge. Although children are happy and settled, they do not make the best possible progress because staff do not have high enough expectations for them. The curriculum does not support children to build on what they already know and to develop new skills. Children often initiate their own learning with their peers and explore the environment independently. As a result, children do not benefit from enjoyable or challenging learning opportunities that reflect their current interests and stage of development. Although children are able to choose which planned activities to join in with, they show very little interest in the resources provided by staff. This is because staff do not have a secure enough understanding of child development. In turn, children demonstrate little motivation to play and learn and become disengaged.

Nevertheless, children behave well overall. They are kind and supportive towards one another. They build close bonds with the warm and friendly staff. When children lead their own learning, they display an interest in mark making and confidently use pencil crayons. They enjoy managing small tasks for themselves and can count that there are 10 chairs at the table. Children recognise that they need 'one more' chair so that each of them can sit down to eat their snack.

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

- The curriculum is poorly sequenced and lacks sufficient challenge. In turn, the educational programmes lack ambition and do not meet children's individual needs. Staff do not have a clear understanding of the curriculum learning intentions and what skills and knowledge children need to progress in their development. This means that they are not able to support children successfully to gain the skills they need for their future learning.
- Induction procedures are ineffective. As a result, leaders and staff do not understand their roles and responsibilities. New leaders do not receive induction training in a timely way. In turn, they do not have all the knowledge they need in the manager's absence.
- Monitoring of staff's practice does not consistently take place to help to improve the quality of care and education. Leaders do not facilitate regular targeted support and coaching for staff through their supervision arrangements. As a result, staff's knowledge of child development is weak, and the quality of teaching is extremely variable. For instance, children approach staff and ask them to read a familiar story. Although staff listen to children and begin to read, they are not enthusiastic and do not ask age-appropriate questions to build on

children's critical thinking skills. In turn, children stop listening to the story and lose attention.

- Staff do not plan stimulating and exciting learning experiences that reflect each child's age and stage of development. Because staff have a poor understanding of what children already know and can do, the opportunities that they provide lack purpose. For example, staff encourage children to find items from a shopping list in the environment. However, as staff do not capture children's interest, children become bored and leave the activity. This has a significant negative impact on children's attitudes towards their learning. Children do not benefit from meaningful interactions with staff and seek attention from visitors. The environment becomes disorganised, and children wander from one activity to the next with little focus.
- Parents generally provide positive views about the setting. They comment that staff are friendly and reassuring. However, parents do not receive enough information about what their children are learning or ideas to extend their learning at home.
- The newly appointed deputy manager has evaluated the setting. She has identified some of the weaknesses and has an action plan in place to address the issues and make improvements.
- Children play in a clean environment. They understand the importance of regularly washing their hands. They benefit from healthy snacks and meals. Children benefit from fresh air and opportunities to be physically active. They enjoy outdoor experiences in the enclosed garden and regular forest school sessions.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff do not safeguard children adequately. They do not have a good enough understanding of safeguarding and child protection issues. Some leaders and staff are not aware of the correct procedures to follow in the event of an allegation being made against a staff member. Additionally, they have a poor understanding of what to do if they feel that a child is at risk of radicalisation, female genital mutilation, or being drawn into county lines. Despite this, all staff have received safeguarding training and demonstrate a secure knowledge of the signs and symptoms of possible abuse. They understand the procedures to follow if they have any concerns. The setting is safe and secure. Staff lock entrances and gates to ensure unauthorised persons are not able to enter the premises. Leaders deploy staff well to ensure they supervise children throughout the day.

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
implement an ambitious and challenging curriculum with clear learning intentions to help children engage well and support good progress in their learning	14/10/2022
consider the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable experiences for all children that support their ongoing development	14/10/2022
ensure all parents are kept up to date with their children's development to support continuity of learning at the nursery and at home	14/10/2022
provide professional development opportunities for staff to improve their knowledge and understanding of child development	14/10/2022
ensure that leaders understand the correct procedures to follow should an allegation be made against a member of staff	14/10/2022
improve staff's knowledge of safeguarding issues, including the 'Prevent' duty guidance, female genital mutilation and county lines, to help keep children safe from harm	14/10/2022
review the arrangements in place for the supervision of all staff and provide support, coaching and training that promote the interests of all children	14/10/2022
implement effective induction procedures and make sure that all new staff understand their role and responsibilities.	14/10/2022

Setting details

Unique reference number	EY439205
Local authority	Worcestershire
Inspection number	10235626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	18
Name of registered person	Kemerton Early Years & Forest School C.I.C
Registered person unique reference number	RP908357
Telephone number	01386 725434
Date of previous inspection	7 October 2016

Information about this early years setting

Kemerton Early Years and Forest School C.I.C registered in 2012. The provider employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or level 3. The pre-school opens Monday to Friday, during term times only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dale Ramsey

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 deputy manager and the inspector completed a learning walk together of all the areas of the setting, where they discussed the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke with parents to gather their views and opinions on the setting.
- The inspector held a meeting with the deputy manager and the chair of governors. He looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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