

Inspection of Inkspots Early Years

Inkpen Primary School, Weavers Lane, Inkpen, Hungerford, Berkshire RG17 9QE

Inspection date: 29 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from their time at pre-school. The small setting is inclusive and welcoming. It offers a broad curriculum that spans all seven areas of learning effectively. Staff offer a variety of outings, including visits to a local farm and the local forest-school area. They regularly use the well-planned outdoor classroom and nature area that offer learning opportunities that take full advantage of the local environment.

Children demonstrate that they feel happy and emotionally secure. Staff have high expectations for all children. They encourage children to be as independent as possible and to make individual choices. For example, during group time, children explain to their friends what they would like to play with. Children make friends easily. They show each other kindness and respect. For instance, they listen to one another during activities and show awareness of their 'golden values' to be kind and helpful. Staff adapt activities for different ages and abilities. They encourage children to 'have a go', which gives children the confidence to try. During an activity that focuses on number sequences, the youngest children know they can count the quantities of the objects to determine the number. Older children are keen to order numbers, determine when one is out of sequence and count backwards. They use learned methods to explain that the figure 8 looks like 'snowman' and that the figure 6 'points up'.

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

- The provider has a clear understanding of her responsibilities. Procedures for the recruitment and ongoing suitability of staff are secure. The manager is confident in her role and leads by example. She is passionate about helping to ensure that all children learn in a safe environment. All children, including those in receipt of additional funding, are ready for the next stages of their learning.
- The curriculum is purposeful and, overall, implemented well. Children show a willingness to learn. Staff help children to be positive learners. A high focus is made to help children develop language, communication and knowledge of the wider world around them. Children are keen to show what they remember. For example, during a memory game, children articulate the objects that they already know, such as an octopus and a shell. They listen to learn new terms, for instance 'driftwood'. Throughout the game, children think and recall with certainty which object has been removed.
- Children thoroughly enjoy story times and show high levels of language and comprehension. The manager uses purposeful interaction skills to help children develop a love of literacy. For example, children demonstrate awareness of how a story has a beginning, a middle and an end. They recall confidently the characters and familiar endings. Children are attentive and open to learning new

words. Older children give context to these. For instance, they understand the meanings of 'tremendously pleased' and 'flabbergasted'.

- Staff know children well and, overall, plan effectively for what it is they want children to learn. At times, however, they are not all as confident in how they deliver this. For example, during an activity to help children discover differences between fruits and where fruits come from, staff were not as precise in the language they used, and learning intentions were not consistent.
- Relationships between staff and children are positive. Children demonstrate a good attitude to their learning and are curious and excited about what they do. Children understand that they might not get things correct all the time but show confidence in trying. They behave very well at all times. Children are respectful to each other and the staff who care for them.
- Children are aware of themselves as individuals. They indicate confidently that they feel safe and secure at pre-school and that they enjoy attending. Children are aware of the importance of listening to each other. They can express their feelings. For example, during an activity, they choose an 'emotions' face to depict how they are feeling and explain why. Children are able to comprehend how characters are feeling in a story, for example, happy, sad or 'inconsolable'.
- Partnerships with the school where the pre-school is based are well established. For instance, children use the school lending library to choose a book to read at home with parents and/or carers. This helps to embed the foundations for children to become fluent readers in the future.
- Parents are positive about the care their children receive. They state that staff are nurturing and that communication is very good.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen coaching and support to help guide all staff to be more confident and precise in their teaching.

Setting details

Unique reference number	EY314237
Local authority	West Berkshire
Inspection number	10307867
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	2 to 4
Total number of places	12
Number of children on roll	11
Name of registered person	Inkspots Early Years Committee
Registered person unique reference number	RP525829
Telephone number	01488 668219
Date of previous inspection	22 March 2018

Information about this early years setting

Inkspots Early Years registered in 2005. The setting opens on Monday, Tuesday, Wednesday and Thursday from 8.55am until 2.55pm, during term time only. The setting receives funding for the provision of free early education for children aged two, three and four years. There are three members of staff, including the manager. All hold relevant childcare qualifications.

Information about this inspection

Inspector

Aileen Finan

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 the inspector completed a learning walk. The manager explained how staff plan the curriculum.
- Two joint observations were completed. The manager detailed how she supports her staff and how assessments are made about children's learning.
- The inspector observed staff interactions with children indoors and outdoors.
- Relevant documentation was sampled. The inspector also spoke with children, parents and staff.

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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