

Inglewood House

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Early years and playwork

Description of the provider

1. Inglewood House (IH) is an independently owned children's day nursery and nursery training college situated in Sonning, near Reading in Berkshire. IH was established in 1992 as a day nursery and, in 1999, a small in-house training college was added. It provides apprenticeship and advanced apprenticeship training in Children's Care Learning and Development (CCLD). Learners also gain certificates in a wide range of related courses such as paediatric first aid, manual handling and food hygiene. IH has a contract with the Learning and Skills Council (LSC) for 30 learners, all of whom work in the Inglewood House nursery. At the time of inspection there were 12 apprentices and 14 advanced apprentices. This accounts for the whole of IH training.
2. The proprietor of IH takes the lead in running the training college. In addition to the proprietor there is a training manager who is also a qualified assessor and internal verifier, two tutors, one other internal verifier and several assessors. Learners attend the college at IH for one day a week where they work on their key skills, technical certificate, background knowledge and additional qualifications. The other four days are spent in IH's nursery where they are assessed for the national vocational qualification (NVQ) part of the apprenticeship.

Summary of grades awarded

Effectiveness of provision	good: Grade 2
Capacity to improve	good: Grade 2
Achievement and standards	good: Grade 2
Quality of provision	good: Grade 2
Leadership and management	good: Grade 2
Equality of opportunity	Contributory grade: satisfactory: Grade 3

Sector subject area

Early years and playwork	good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

3. The overall effectiveness of the provision is good. Achievement and standards, the quality of provision and leadership and management are all good. Provision in early years and playwork is also good. IH's approach to equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

4. IH has demonstrated good capacity to improve. At its previous inspection, in 2001, provision in health, social care and public services was good, leadership and management and equality of opportunity were satisfactory, and quality assurance was inadequate. The effectiveness of steps taken since the previous inspection is good. Since then, IH has rectified key weaknesses and made significant advances in its arrangements for quality improvement. For the past two years success rates for advanced apprentices have been high and success rates for the small number of apprentices have been excellent. Validated data for earlier years is not available.
5. The self-assessment process is thorough and staff are fully involved in the process. The self-assessment report is evaluative and accurately identifies the strengths of the provision. However, inspectors identified areas for improvement not identified by IH. Inspectors agreed with most of the grades in the self-assessment report but did give a lower grade for equality of opportunity. The associated development plan is good, as are the monitoring arrangements for overseeing the implementation of the plan.

Key strengths

- High success rates
- Excellent co-ordination of on- and off-the-job training
- Exemplary support for learners
- Good strategic focus on learner achievement
- Close monitoring and evaluation of provision

Key areas for improvement

- Target-setting in progress reviews
- Links with external organisations
- Promotion of equal opportunities in training sessions and progress reviews

Main findings

Achievement and standards

Good: Grade 2

6. As identified in the self-assessment report, achievement and standards are good. In 2005-06 the success rate for apprentices was 100% and in 2006-07 it was 75%. For advanced apprentices, success rates in the same two years were 71% and 100% respectively which is significantly higher than the national rates.
7. Achievement of key skills is good. Inglewood House successfully employed a qualified mathematics teacher in 2006 to deliver application of number (AON) key skills. In 2006-07 100% of learners achieved their full framework and eight learners who did not achieve AON key skills in 2005-06 successfully did so in 2006-07.
8. The standard of work in learners' portfolios is good. Learners acquire good vocational skills in the nursery and rapidly grow in confidence.

Quality of provision

Good: Grade 2

9. The overall quality of the provision is good. The co-ordination of on- and off-the-job training is good. Tutors develop good links between classroom activity and learners' practical experience. Each week a practical activity is identified that is connected to the knowledge taught in the training session. For example, learners were taught about how children learn in their morning training session, and in the afternoon a cake-making activity was carried out with children. The nursery nurse in charge of the activity explained to the learners what the children were learning at each stage of the activity. The learners were able to effectively link what they had learned in the training session in the morning to what they were observing children doing during the activity.
10. Teaching and learning are good. Off-the-job training is well planned with detailed schemes of work and session plans for all programmes. Although the aims for each session are clear, the specific learning outcomes are often too general. The same four statements are used in every lesson plan to cover individual needs of learners, and equality and diversity. It is not clear how individual learners' needs will be met or how equality and diversity will be tackled.
11. The training room and resources are excellent. Learners have good access to text books and the wall displays provide a useful resource for learning about different aspects of children's development.
12. Assessment planning for the NVQ is good. Assessments are planned with learners in advance. All learners are observed on at least four occasions. Assessors cross-reference the observations to a wide range of units and use a monitoring sheet effectively so learners can see exactly what they have achieved within each unit. Assignments are marked thoroughly and trainers provide constructive feedback which helps learners to improve. The signing off of units is inadequate. In the portfolios viewed by inspectors, most units for the NVQ part of the apprenticeship had been signed off at the end of the process rather than throughout the training period. However, managers are aware of this and have put in

place measures to improve practice. Arrangements for internal verification are satisfactory.

13. The extent to which programmes meet the needs of learners and the nursery is good. Initial advice and guidance and the recruitment process are clear and induction arrangements are effective. Learners undertake a two-day work experience which is followed by a six week probationary period. This ensures they are suitable for training and that they enjoy the work.
14. Progression from Level 2 to Level 3 is very good. From Level 3, all learners progress to employment or other training. Many learners continue working at IH but others gain managerial positions in other nurseries or go onto higher courses elsewhere.
15. Support for learners is exemplary. Whether on- or off-the-job, learners have continuous access to their assessors and tutors who provide particularly good support. All learners have an initial assessment within two weeks of starting their programme. The results are used as a basis to plan individual learning. All staff are informed about learners' needs, so appropriate support can be given. Although staff provide good support no members of staff are qualified to provide specialist support for Skills for Life, particularly for those learners with dyslexia. Learners' reviews are regular and thorough. However, the targets learners are set in reviews are too broad to help them understand how to develop the intended skills. This was not identified in the self-assessment report.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

16. Leadership and management are good. The strategic focus on learners' achievement and the standards of their work is particularly good. Managers are successful in driving improvements and creating an open and consultative environment for the development of provision. Communication, team work and arrangements for staff development are good. Staff performance is routinely monitored and action taken if development or improvement is needed. The business, development and improvement plans are well-written and resources are managed well.
17. As identified in the self-assessment report, data on learners' achievement is monitored carefully and comparisons with regional and national data is used to evaluate provision. Managers systematically monitor learners' progress and take action if learners are at risk of falling behind. They use detailed and evaluative questionnaires at key stages of training to gather information from learners on the quality of their learning and workplace experience. Managers respond to feedback promptly, for example, they have improved learners' access to information technology and have enhanced the working conditions in the training room.
18. IH has effective arrangements for monitoring the quality of teaching and learning. Observations are carried out on all teaching staff. Individual aspects of teaching and learning are graded separately. The analysis is then used to monitor the overall quality of teaching and learning.

19. IH's response to the Every Child Matters theme is good. Learners enjoy their learning and make good progress. Managers pay good attention to safeguarding arrangements and promote healthy lifestyles through the teaching curriculum and the nursery environment.
20. Arrangements for child protection are satisfactory overall. All staff and learners are required to have Criminal Records Bureau (CRB) checks but at the time of the inspection not all of these were complete. Those awaiting CRB checks work under supervision.
21. Links with external organisations are insufficient. Although learners are provided with good information and guidance on careers and progression, IH does not make sufficient use of external organisations to develop learners' understanding of a wider range of children's needs or of different working environments.
22. Promotion of equality of opportunity is satisfactory overall. Publicity materials present positive images of under-represented groups. IH has successfully recruited learners from local minority ethnic groups and the percentage of male learners is in line with the national rate. Inglewood House monitors its recruitment and selection procedures carefully to eliminate unfair bias and provides particularly good individual support to learners. Learners' reviews include a question on equal opportunities. However, this is not used to explore and develop learners' knowledge and understanding in more detail. Lesson plans do not contain sufficient information about how learners' knowledge of equality of opportunity at work will be developed. Staff have not recently undergone training on equality of opportunity, although there are plans to rectify this.

What learners like:

- Friendly staff
- Links between theory and practice
- ‘The tutor explains everything’
- ‘No one is left behind – we all progress together’
- Timeline showing when everything needs to be done
- Very good personal and work related support
- Safe and comfortable learning environment
- Requests for improvements are dealt with

What learners think could improve:

- Amount of time spent in college
- Frequency of formal feedback