

Grovelands Park Pre-School And Toddler Group

School Lane, Grove, Wantage, Oxfordshire, OX12 7LB



Inspection date

3 December 2015

Previous inspection date

22 January 2015

	This inspection:	Inadequate	4
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The key-person system is inadequate. Staff fail to help children feel safe or form trusting relationships. Children do not receive enough support for their personal, social and emotional development.
- Staff do not use assessments effectively, or gain and share sufficient information with parents and other professionals, to plan activities which meet children's needs. Children do not make the progress they should, and gaps in children's learning are widening.
- Staff do not consistently manage children's behaviour or help them to purposefully engage in learning.
- The manager does not record the required personal information for each child, or monitor their attendance effectively, to safeguard their welfare. The committee has identified weaknesses in management but has not taken effective action. Monitoring of teaching is not rigorous and staff do not receive effective support and coaching to improve their practice.

It has the following strengths

- Staff promote children's understanding of healthy lifestyles. Children enjoy playing in the garden, for example, they ride bicycles and dig in the sand.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that each child's key person meets their individual needs and builds a settled relationship with them, and their parents or carers 	21/01/2016
<ul style="list-style-type: none"> ■ ensure staff use their assessments of children, and information from parents and other professionals, to monitor children's progress and identify their next steps in learning 	21/01/2016
<ul style="list-style-type: none"> ■ plan challenging and enjoyable experiences that meet each child's needs to promote good progress in their learning and development 	21/01/2016
<ul style="list-style-type: none"> ■ improve the educational programme for personal, social and emotional development to support children to manage their own behaviour, follow group rules and form positive relationships 	21/01/2016
<ul style="list-style-type: none"> ■ record for each child, the name and address of every parent and/or carer who is known to the provider; information about any other person who has parental responsibility for the child; and which parent(s) and/or carer(s) the child normally lives with 	21/01/2016
<ul style="list-style-type: none"> ■ keep a daily record of each child's hours of attendance, and support them to regularly attend 	21/01/2016
<ul style="list-style-type: none"> ■ ensure the manager has the suitable skills and knowledge to fulfil her role and there are effective arrangements to provide staff with support, coaching and training, and time to discuss concerns relating to children's development or well-being. 	21/01/2016

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

- make effective use of self-evaluation to focus more precisely on identifying actions which improve outcomes for children.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at samples of children's assessment folders, records and a range of other documentation.
- The inspector spoke with the staff, children and parents at appropriate times throughout the inspection.
- The inspector met with the manager and spoke to representatives from the committee.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The manager has not obtained sufficient information from parents and carers, such as who has parental responsibility, to protect children. She has not worked in partnership with other professionals. Children do not make enough progress in their learning, and some children do not attend regularly. Some staff fail to build trusting relationships with parents and carers. There is an increase in parental complaints due to the high number of staff changes. Children's attendance is poor, especially for those who receive funding. Staff compromise children's emotional well-being and safety. The committee has not met the actions raised at the last inspection and weaknesses remain in the quality of teaching and learning. There has been a high turnover of staff and inadequate support for staff that remain. The manager and staff have low expectations for children's learning, particularly for disadvantaged children. The committee does not ensure the manager monitors children's progress with sufficient rigour, especially for children who are falling behind in their learning.

Quality of teaching, learning and assessment is inadequate

Children do not make sufficient progress in their learning and development. Staff gather little information from parents about what children already know before they start. Staff do not have vital information to support children to settle or cater for any anxieties. While some recent action has led to improvements in the assessments of children's learning, staff do not use these to plan effectively for children's next steps in learning. Staff do not provide stimulating or challenging activities to extend children's learning. Children sit and take part in some activities but learning is limited. Some children distract other children during activities and, as a result, children wander around.

Personal development, behaviour and welfare are inadequate

The key persons do not support children's emotional well-being effectively. Staff do not know enough about each child's needs and family circumstances. They do not tailor their care to help children to settle and feel safe. Some children remain visibly upset for long periods, with little support from staff. This upsets other children who leave their play to comfort their friends. Staff do not manage changes in the routine well, so children become more unsettled. Staff do not give them clear guidance or reassurance.

Outcomes for children are inadequate

Children make limited progress. They are not confident and do not concentrate and engage in learning. Children are not prepared well for their move to school.

Setting details

Unique reference number	133725
Local authority	Oxfordshire
Inspection number	1032875
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	32
Number of children on roll	35
Name of provider	Grovelands Park Pre-School Committee
Date of previous inspection	22 January 2015
Telephone number	07758411782

Grovelands Park Pre-School registered in 1990. It is situated in the grounds of Millbrook Primary School, in the village of Grove, on the outskirts of Wantage, Oxfordshire. The pre-school opens on weekdays during school terms. Sessions run from 8.45am to 11.45am each weekday and from 1pm until 3pm on Mondays, Wednesdays and Thursdays. There is also a lunch club on Mondays, Wednesdays and Thursdays. The setting receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight part-time members of staff; of these, four including the manager have appropriate early years qualifications.

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