

Grovelands Park Preschool

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



Inspection date

5 February 2018

Previous inspection date

14 April 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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 committee, as the provider, do not meet all requirements of the Early Years Register and the Childcare Register. They fail to ensure that agencies with statutory responsibility are provided with accurate and timely information if there are concerns about children's safety or welfare. These weaknesses place children's well-being at risk.
- The committee fails to understand how to safeguard children. Some staff demonstrate little knowledge of the signs and symptoms of abuse and neglect, and the procedures to follow to protect children's welfare. They are unaware of new legislation and government initiatives linked to safeguarding. Children's safety is compromised.
- The committee do not monitor staff performance, in order to drive improvement and address specific training needs. The manager and staff are not effectively monitored, supervised and coached to identify weaknesses in practice, and ensure the quality of teaching is raised to a good level.
- The manager and staff do not effectively observe and assess children's progress. They do not identify or address any gaps in achievement, or plan activities that support individual children's next steps in learning. Staff's interaction with children is poor.
- The key-person system is inadequate. Staff fail to help children form trusting relationships with them. Children's self-care and independence is not tailored to meet their individual needs. Children do not make the progress they are capable of.

It has the following strengths

- Children have daily opportunities for fresh air and exercise, supporting their physical development.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> ■ improve safeguarding practices to ensure any concerns about children's safety or welfare are correctly notified to agencies with statutory responsibilities without delay, and in line with the Local Safeguarding Children Board procedures (LSCB) 	26/02/2018
<ul style="list-style-type: none"> ■ take immediate action to ensure all staff understand the setting safeguarding policy and procedures, and have up-to date knowledge of safeguarding issues, including knowledge and understanding of how to identify, and respond to possible signs of abuse and neglect 	26/02/2018
<ul style="list-style-type: none"> ■ make sure the manager and staff have an up to date knowledge and understanding of child protection policy, legislation, and government initiatives to keep children, and their families safe, including the 'Prevent' duty guidance 	26/02/2018
<ul style="list-style-type: none"> ■ ensure all managers and staff have effective support, supervision, training and coaching, to improve the quality of teaching and ensure they have a clear understanding of their roles and responsibilities. 	26/02/2018

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

	Due Date
<ul style="list-style-type: none"> ■ implement an effective system of assessment of children's learning and development, to accurately monitor, identify and address any gaps in their progress, and use this information to plan challenging activities that are matched to each child's individual needs 	26/02/2018
<ul style="list-style-type: none"> ■ improve interactions with children to ensure they are offered quality learning experiences that help them make good progress 	26/02/2018
<ul style="list-style-type: none"> ■ ensure that the key-person system is effective and that every child's care is tailored to meet their individual needs. 	26/02/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documents, including children's information, accident and incident records, resources and equipment, safeguarding and suitability procedures, qualifications and training certificates, self-evaluation, attendance registers and a selection of policies and procedures.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the setting manager
- The inspector completed a joint observation with the setting manager. She took into account the views of parents spoken to on the day of inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The committee have not addressed all actions raised at the last compliance visit. They have failed to maintain accurate records and share relevant information with appropriate agencies, including the Local Authority Designated Officer, to protect children. Furthermore, some staff are unable to identify the possible signs of abuse or neglect. They have a poor understanding of the 'Prevent' duty guidance to protect children from extreme behaviours and views, and keep them safe from harm. The committee is not effective in their role and does not help the manager understand hers. For example, staff do not receive the coaching, mentoring and supervision that they need, to raise the quality of teaching, and ensure children's good outcomes. The manager does not monitor or track children's development. She does not precisely identify gaps in children's learning or secure intervention where children's progress is less than expected. Most staff have a suitable qualification and attend training. However, they do not use their knowledge to identify and improve weaknesses in teaching, or to monitor children's outcomes. The manager has established suitable partnership links with parents and the host school, in order to provide some continuity of care. Recruitment and vetting procedures are followed to check the suitability of all staff. In this respect, previous recommendations have been met. Nevertheless, practice has declined significantly.

Quality of teaching, learning and assessment is inadequate

Staff do not effectively observe and assess children's achievements. They fail to plan and provide meaningful learning opportunities, and do not challenge or motivate children to learn. By their own admission, some staff rely solely on the assessments provided to them from other settings children attend. They do not understand children's individual learning needs or the next stages in children's development. Interactions between staff and children are minimal. Furthermore, children do not have the opportunity to show what they can do achieve. For example, when children tell staff they are making an 'orange shiny monster', or that they are going to build a 'ice house', staff replied, 'ok great' before immediately walking away. This results in minimal learning. Staff do not support children's communication and language skills. For example, during creative activities and water play staff allow children very little time to respond to or ask any questions. Children quickly lose interest. They wonder aimlessly and become disengaged. This limits the progress children make.

Personal development, behaviour and welfare are inadequate

Despite each child having an assigned key-person, some staff have a lack of understanding of the importance of providing a nurturing environment and ensuring every child's care is tailored to meet their individual needs. On the day of the inspection some staff practice was derogatory towards children. For example, they stood directly behind them, leant over them and showed little empathy or respect as they wiped children's noses. This left some children in tears and hindered children's sense of belonging. Children gain some understanding of diversity, and similarities, and differences within their community. They celebrate festivals, such as Diwali and Chinese New Year. Staff suitably support children to manage risk and to share toys and equipment.

Outcomes for children are inadequate

Children make insufficient progress in developing the essential skills in preparation for starting school. They are not confident or motivated to learn. The lack of interaction children receive from staff, and weaknesses in staff's understanding of observing, assessing, and monitoring children's development, impacts negatively on children's outcomes.

Setting details

Unique reference number	133725
Local authority	Oxfordshire
Inspection number	1123031
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 - 4
Total number of places	26
Number of children on roll	42
Name of registered person	Grovelands Park Pre School
Registered person unique reference number	RP517947
Date of previous inspection	14 April 2016
Telephone number	01235 798185

Grovelands Park Pre-School registered in 1990. It is located in the village of Grove, on the outskirts of Wantage, Oxfordshire. The pre-school opens Monday to Thursday from 8.45am and 3pm, and on Friday between 8.45am and 12.45am, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The pre-school employs seven members of staff, four of whom hold childcare qualifications at level three or above.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

