

Norcot Early Years Centre

82 Lyndhurst Road, Tilehurst, Reading, Berkshire, RG30 6UB



Inspection date

24 May 2018

Previous inspection date

8 April 2014

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

- Staff's knowledge and understanding of safeguarding referral procedures are weak. Not all staff are deployed effectively in the toddler and pre-school room to meet the safety, health and well-being of the children, especially when outside.
- The management team has failed to ensure that all staff have sufficient induction, support, individual meetings and training to fulfil their roles and responsibilities.
- Children's health and well-being are compromised. Staff do not ensure that the risk of cross-infection is minimised at all times during routine activities and mealtimes.
- Staff do not manage children's behaviour well. For example, they do not give consistent messages to support children's understanding of right from wrong.
- The quality of the provision has deteriorated. The management team has not met the recommendations from the last inspection, which shows a poor capacity to improve.
- Some staff's teaching practice is poor and does not help children make sufficient progress. Not all staff interact with children purposefully, and they fail to plan activities that are suitable, challenging and enjoyable to meet their individual needs.
- Staff do not make the best use of all opportunities to encourage parents to contribute to their children's development.

It has the following strengths

- Staff provide children with daily experiences for fresh air and exercise.
- Children in the baby room are happy and benefit from a suitable amount of support.

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
■ ensure all staff know how to implement the setting's safeguarding policy and procedures and are confident in how to make a referral if concerned about a child's welfare	24/06/2018
■ ensure that staff are deployed effectively and that children are supervised at all times to meet their individual needs and keep them safe	24/06/2018
■ ensure staff receive effective support, coaching and training to fulfil their roles to identify and target weaker aspects of children's learning and the quality of staff interactions, to improve outcomes for all children	24/06/2018
■ review hygiene routines to ensure necessary steps are taken to prevent the spread of infection, with particular regard to snack and meal times	24/06/2018
■ ensure children's dietary requirements are understood and maintained by staff at all times	24/06/2018
■ ensure staff understand how to implement appropriate behaviour management strategies for all children	24/06/2018
■ ensure staff give children opportunities to use and develop their home language, as part of their communication and language development	24/06/2018
■ plan challenging and enjoyable experiences that cover all the areas of learning and development effectively, taking account of the individual needs, interests and stage of development of each child, including those who need more support	24/06/2018
■ ensure staff provide good-quality learning experiences, and effective support and interaction, to engage all children, to help them make good progress.	24/06/2018

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

- build stronger partnerships with parents to encourage children's learning at home
- use self-evaluation effectively to identify any weaknesses, including any breaches of requirements, and take action to improve the quality of the provision.

Inspection activities

- The inspectors observed activities and learning experiences available to children.
- The inspectors observed interactions between children and staff and spoke to children.
- The inspectors asked staff questions about their work and observed practice with the registered provider.
- The inspectors spoke to parents available about their views and opinions of the provision and considered these.
- One of the inspectors undertook a joint observation with the deputy manager, and both inspectors sampled documentation.

Inspector

Tracy Bartholomew/Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Some staff have a poor understanding of the referral procedures to follow in the event of a child protection concern, which puts children at risk. Staffing is sufficient; however, not all staff are deployed effectively to meet children's needs. For example, when toddlers and pre-school children are outside playing they are left without supervision too frequently, which jeopardises their safety. The management team has failed to meet the recommendations from the last inspection. For instance, not all staff are aware of the different languages children hear and use at home. The management team provides staff with supervision, appraisals and training. However, these are not robust in identifying and addressing weaknesses in teaching and the quality of care provided to meet the needs of the children. Parents spoken to at the inspection, comment that they are happy. However, not all are aware of who their child's key person is to work together to support children's learning. The management monitors individual and groups of children's progress and staff's practice. However, management is not effective in identifying and acting upon weaknesses, particularly in relation to breaches in requirements.

Quality of teaching, learning and assessment is inadequate

Staff fail to meet the individual needs of all children attending. For example, during a story time in the toddlers' room, they wake children by standing them up and calling their names as it almost lunchtime. The quality of teaching is inconsistent and at times poor, depending on the rooms the children are in. For example, some children who do not speak English are left for too long crying and walking around without staff's interactions. Staff plan activities; however, they do not fulfil the learning expectations. For instance, staff do not use mathematical language in children's play to support their targeted mathematical development. The provision has recently had a new influx of staff. However, not all staff talk and engage purposefully with children to support their communication and language, and too often staff miss opportunities to enhance children's learning. For example, staff in the toddlers' room sit with children while they play without talking to them. Also, children in the pre-school room have to wait for long periods before staff respond to their questions. Dispute this, interactions in the baby room are encouraging.

Personal development, behaviour and welfare are inadequate

Staff do not follow the setting's health and safety procedures for serving children's food and consequently put children's health, well-being and safety at risk. For instance, staff do not adequately monitor children with known dietary requirements to ensure they are eating the correct meal. Staff fail to ensure hygiene procedures are met and put children's health at risk further. For example, in the baby room staff encourage children to eat the pasta that has been outside in the rain and explored with by others. Furthermore, in the pre-school room staff fail to monitor how children are serving their meals. This results in some children rummaging through the food with their fingers to find a piece of pizza. Staff do not manage children's behaviour well. For example, children who run around are not told why they should not do this and staff count at them to get them to stop. However,

when this does not work children are made to sit on the floor. This results in children not understanding why rules are in place or the consequences of their actions appropriately.

Outcomes for children are inadequate

Not all children are consistently challenged in their development purposefully to make good all-round progress in their learning. Some children are at risk of falling behind due to the lack of support and engagement offered to them by staff. Some children are upset and wander around with very little comfort, while others walk around aimlessly or sit disinterested in group-time activities that are too long for their age. For example, children as young as two are expected to sit and listen to stories for over 10 minutes. Consequently, not all children make the good progress expected to be ready for school.

Setting details

Unique reference number	EY257099
Local authority	Reading
Inspection number	1068640
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	50
Number of children on roll	97
Name of registered person	Norcot Early Years Centre Governing Body
Registered person unique reference number	RP902323
Date of previous inspection	8 April 2014
Telephone number	01189 015577

Norcot Early Years Centre re-registered in 2004. The nursery is located in Tilehurst, Berkshire. The nursery is open from 8am to 6pm from Monday to Friday for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years old. There are 22 members of staff working at the nursery. Of these, two hold qualified teacher status and 13 staff hold appropriate early years qualifications at level 2 or 3.

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.

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