

Bitterley Pre-School

Bitterley C E School, Bitterley, LUDLOW, Shropshire, SY8 3HF

Inspection date

26/02/2014

Previous inspection date

30/04/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Observation and assessment are not detailed or accurate enough to ensure that children's progress is monitored effectively. In particular, the progress check at age two, is not fully understood by management or completed in a timely manner to ensure that gaps in children's learning and development are identified and targeted.
- Management do not have an adequate knowledge and understanding of the Early Years Foundation Stage which has resulted in failure to fully address actions from the previous inspection.
- New members of staff do not follow the pre-school procedure for dealing with accidents and have not completed required suitability checks. This means children's welfare and well-being is not sufficiently promoted.
- The outdoor environment does not promote children's learning and development across all areas of the Early Years Foundation Stage, in particular the areas of numeracy and literacy.

It has the following strengths

- Children are able to move freely between the indoor and outdoor environment, which helps them to develop confidence to explore their surroundings and choose where they prefer to play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key person.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kerry Wallace

Full report

Information about the setting

Bitterley Pre-School was registered in 1993 and is managed by a voluntary management committee. It operates from a purpose-built, demountable building in the grounds of Bitterley Primary School. It is situated in Bitterley, near Ludlow, Shropshire. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens Monday to Friday during school term only. Sessions are 9am to 12noon and 12noon to 3pm on Mondays, Wednesday and Fridays and 9am to 12.30pm on Tuesdays and Thursdays. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently 21 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three-, and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There are currently four staff working directly with the children. Of these, one has Early Years Professional Status, one has early years qualifications at level 5, one at level 3 and one at level 2. The pre-school receives support from the local authority and is registered on the Early Years Register.

What the setting needs to do to improve further

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

- ensure observation and assessment is used effectively by; developing staff knowledge of how to complete observations of children and use these to identify starting points and target their next steps, so they make good progress in every area of learning
- ensure suitability checks are carried out on all members of staff before commencing work with children
- ensure staff record all accidents and follow the pre-school's procedure for recording these to ensure children's welfare and well-being is fully secured at all times
- develop the outdoor learning environment to ensure that all areas of learning are fully promoted to ensure that children are provided with challenging and stimulating experiences, this is with particular regard to numeracy and literacy
- ensure all staff have appropriate training, skills and knowledge to fulfil their roles and responsibilities; this specifically refers to making sure that there are effective supervision and monitoring arrangements to accurately assess and identify the training and development needs of all staff and ensure effective support and guidance is provided where necessary.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Teaching in the pre-school is varied. Staff take into account children's interests when planning adult-led activities but they do not consider the stage of development or the size of groups during these activities. Consequently, large group activities do not ensure that all children are able to engage effectively with the planned activity. For example, children become frustrated and lose interest when there is not enough brushes to use to enable them to glue bark onto the group collage. This does not support their learning and development. In contrast, there are occasions when staff interact well with children, such as during circle time. Staff allow children time to speak and encourage them to reflect on activities they have participated in and count the number of children present. However, staff do not challenge or extend children's learning by introducing different elements of mathematics by encouraging them to use addition and develop their critical thinking skills. This does not promote good characteristics of learning which results in some children not making the best progress they could. Children enjoy a wide range of activities in the indoor environment, such as painting, sand play and construction. They benefit from

regular routines, such as circle time and are able to move freely between the indoor and outdoor environment and are encouraged to make independent choices throughout the session. The indoor area is welcoming and stimulating to the children, however, this is not replicated in the outdoor learning environment. Equipment is not appealing to children as sand pits and water trays are empty and a newly purchased 'Garden Centre' only has the remains of last year's strawberry plant and an ornamental cabbage. The outdoor shed is inaccessible to children as items are placed on top of each other. This area does not support children's learning across all seven areas of learning and development, particularly in numeracy and literacy.

Staff carry out observations of children and record these in children's personal files; they identify areas of learning from the Early Years Foundation Stage guidance but do not link the observations to a particular age range. These observations are used to complete assessments of children on a cohort tracking schedule. However, the schedule does not identify any development below the age of 22 months and does not have the same areas of learning which means children's assessment is not accurate. Despite being a recommendation from the previous inspection, staff have yet to develop robust systems to ensure that children's starting points are clearly identified. Consequently, observation and assessment methods are inadequate as they are not completed in enough detail to ensure that children's progress is monitored effectively. In particular, the progress check at age two, is not fully understood by staff or completed in a timely manner to ensure that gaps in children's learning and development are identified and targeted.

Parents provide information about their child's individual interests and personal information on entry. Staff hold regular parents' evenings which provide opportunities to discuss their children's progress. This helps to promote partnerships with parents. The pre-school helps children in their readiness for school as they are able to use facilities in the host school on a weekly basis. This enables children to become familiar with the school environment and to get to know staff in the school.

The contribution of the early years provision to the well-being of children

Children are happy and confident in the pre-school. They have formed secure relationships with staff and go to them when they need re-assurance or comfort. However, children have a false sense of security because not all staff are suitably checked to ensure they are safe to work with children. The pre-school has a key person system in place which includes having a secondary key person so that children are supported in their learning and development. Staff have an appropriate understanding of the key person role and responsibilities, so that children feel safe and secure in their care. Staff know children very well and this helps children to settle well and enjoy their time at pre-school. Children move freely and safely around pre-school and benefit from being able to freely access the outdoor area which helps to develop their confidence to explore their surroundings. However, new members of staff do not always respond promptly to accidents in the pre-school and are unsure of the procedure to follow. For example, when a child fell off his bike and bumped his head on the ground, staff did not respond promptly to ensure the child was unharmed or show any intention to record this on an accident form.

Consequently, children's well-being and welfare are not consistently supported in the pre-school. Parents comment that they are very happy with the care provided and the pre-school provides children with an 'ideal place to socialise with their friends'.

Children are encouraged to bring in their own piece of fruit for morning snack and this is complemented with a carbohydrate snack in the afternoon. Children have free access to their own drinks throughout the session and are offered the choice of milk or water during snack time. This ensures that children benefit from a healthy balanced diet. Children enjoy fresh air and exercise when they play outdoors and begin to learn about the affects of physical exercise on their bodies. Children's independence is promoted well in the pre-school. Children are encouraged to attend to their own toileting needs and practice good hygiene procedures when washing hands. Pre-school resources and equipment facilitate children's independence as they are easily accessible and clearly labelled.

Children are well behaved in the pre-school. Staff effectively promote this as they encourage turn taking and the use of good manners. Transitions into the host school are well planned as children are able to use these facilities on a weekly basis and spend time with the reception teacher. This helps to ensure children are emotionally prepared for the move to school.

The effectiveness of the leadership and management of the early years provision

Staff in the pre-school are confident of the procedures to follow regarding allegations of abuse and reporting child protection concerns. Detailed policies and procedures are in place and are shared with parents, these include the use of mobile phones and cameras in the pre-school. Policies provide clear guidelines about the procedures to follow and who to contact in the event of a concern. Visitor identification is obtained and staff introduce visitors to children and explain their presence. However, procedures for staff recruitment and selection are inadequate as management have not obtained a Disclosure and Barring Service check to ensure the suitability of the newest member of staff. The manager has now applied for her suitability check; however, this was not until after she had already been working in the pre-school providing lunchtime cover. Although staff are aware that she should not be left unsupervised with children this does not follow meet requirements or follow safe recruitment procedure to ensure children are not exposed to unsuitable people in the pre-school.

Staff are suitably qualified and have current first aid training. They have opportunities to undertake training to further their experience and skill. However, the manager's knowledge and understanding of their responsibility in meeting the learning and development requirements is not satisfactory. She is not confident of the process to follow when completing the progress check at age two and has not taken effective action to address all of the previous recommendations made at the last inspection. In particular, improvements have not been made to ensure observation and assessment is effective and children's starting points are identified and recorded. The pre-school was also asked to ensure that risk assessments include each and every type of outing. The manager

commented that this has been done but documentation was not on the premises and could not be verified. Observation and assessment methods have not improved and are still not completed in enough detail to ensure that children's progress is monitored effectively. In addition, progress checks at age two are completed at a time convenient to pre-school. No regard is paid to when it would more useful for parents to have a summary of their children's progress, which they could use share with their health visitor at their child's developmental check. Weak reflection on practice has resulted in breaches of requirements and a lack of improvement to the provision since the last inspection.

Parents spoken to at the time of the inspection comment that they are pleased with the way that staff care for their children. Staff are fully committed to supporting a sound relationship with parents as they share information with them daily on their child's activities throughout the session. Staff work with a range of specialist services in the local authority to make sure children with identified special educational needs receive the support they need. This collaborative approach works well for children and families attending the pre-school. There are good links with the host school to support children's transitions to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	224044
Local authority	Shropshire
Inspection number	870642
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	21
Name of provider	Bitterley Pre-School Committee
Date of previous inspection	30/04/2012
Telephone number	01584 891581

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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