

Newtown Pre School

Newtown Nursery School, Hockley Close, BIRMINGHAM, B19 2NS

Inspection date

20/11/2014

Previous inspection date

07/01/2014

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

- Staff lack knowledge of how to support the youngest children and do not use accurate observations and assessments to inform planning. As a result, activities do not take into account the individual needs, interests and stage of development of each child to ensure that gaps in development close quickly and all children make good progress.
- Staff do not always use effective methods for dealing with negative behaviour. Therefore, children's behaviour is sometimes disruptive and children's play and learning opportunities are interrupted.
- Children's emotional well-being is not always promoted because key persons do not know their children well enough in order to plan for their individual needs. Partnerships with parents are weak, because not enough information is shared to guide children's learning and maximise their learning potential.
- The manager does not effectively monitor the educational programmes to ensure children are provided with a wide range of stimulating activities across all areas of learning to challenge and extend them.
- Children's early language skills are not effectively promoted throughout the pre-school to support children to make good progress.

It has the following strengths

- Children are safeguarded from harm, because all staff demonstrate a suitable knowledge and understanding of their responsibilities for child protection.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

Full report

Information about the setting

Newtown Pre-School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Newtown nursery school in the Newtown area of Birmingham, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Thursday, during term time only. Sessions are from 8.45am until 11.45pm and from 12.30pm to 3pm. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure observations and assessments are used effectively so that next steps in learning are clearly identified for all children and used to inform planning and to close developmental gaps quickly, enabling all children to make good progress
- implement a behaviour management procedure that is consistently and effectively applied to ensure children learn how to behave appropriately, so that all children can fully enjoy activities in the pre-school
- implement an effective key-person system so that each child's learning and care is tailored to meet their individual needs
- develop staff's knowledge of how they can best support the youngest children and prepare them for the next stage in their learning, for example, through focusing on the three prime areas of learning and allowing children to explore and become actively involved in their own learning
- ensure a two-way flow of information with parents about their child's learning and development, gaining more detailed information about their children's capabilities when they first start at pre-school and sharing regular information about children's progress and next steps in order to guide learning at home and maximise children's learning potential.

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

- improve the monitoring of the educational programmes to ensure that staff are planning a programme that covers the seven areas of learning and includes purposeful and challenging activities that are linked to children's next steps in learning
- improve staff interaction with children, ensuring they consistently use effective communication skills to support children's learning and provide opportunities for children to develop their language.

Inspection judgements

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

Not all of the learning and development requirements are being met. The quality of teaching is not consistent because staffs' knowledge of how young children learn is weak. They do not fully understand the importance of focusing on the three prime areas of learning in order to support young children to gain the skills needed for the next stage in their learning. Therefore, children are not provided with enough opportunities to extend their skills in communication, personal, social and emotional development and physical development to ensure they have a good basis for future development. Staff complete observations and assessments on the children but do not use these to inform planning. Therefore, planning is not based on children's interests or their next steps in learning. As a result, planned activities lack focus and do not provide appropriate levels of challenge to help children make good progress. Furthermore, staff do not gather enough information from parents to maximise children's learning. When children first start at the pre-school, the manager invites parents in to complete activities with their children. During this time some information is gathered from parents about their child's care needs and backgrounds. However, not enough information is gathered around what children already know and can do. Therefore, staff do not complete any form of assessments until six weeks after the children have started. As a result, staff do not have the information needed in order to support individual children's learning from the outset. There is also limited information shared about children's ongoing progress and parents are not provided with ideas about how to continue their child's learning at home.

Staff use some effective teaching methods to support children's learning. This is an improvement since the last inspection. Staff are receiving ongoing support through supervision sessions and peer observations. This has had some impact on improving their practice. For example, during a craft activity, staff use open ended questions to encourage children to think about what pictures they are going to create. Children enjoy playing in the role play area, and staff support them well as they encourage them to take part in discussions about what they want for dinner and how they are going to cook this. However, while this supports older and more able children, staff are not consistently modelling simple language or using gestures and pictures to engage younger children and foster all children's early language skills. This results in younger children not making good progress in their communication and language development. Staff now ensure that the environment is adequately resourced and children are provided with a range of resources to support their play. However, there are times when children are stopped from accessing certain areas, such as, the painting easel and music area. Consequently, children are not able to freely explore their environment and lead their own learning, resulting in some children being disruptive and not engaged in their play. Pens and paper are readily available for children to make marks and develop their early writing skills. Children enjoy singing their favourite nursery rhymes and staff encourage all children to join in with the actions. Children have independent access to a computer and they enjoy a range of educational games. This helps them to navigate their way around a computer while developing their mouse skills.

Children who speak English as an additional language are not adequately supported, because staff are not always aware of their key children's home languages. Although the manager gains this information when children first start, this is not passed on to staff, so that they can effectively support all children's individual needs. This means words in children's home languages are not used to help children to settle and begin to learn

English. As a result, these children do not join in with activities, resulting in little progress being made. Staff complete the progress check for children between the ages of two and three years and evaluate children's progress in the three prime areas of learning. This information is shared with parents. However, staff do not talk to parents about any concerns they have or use this information to accurately plan for children's next steps to support their ongoing progress. Children with special educational needs and/or disabilities are also not always effectively supported. This is because staff do not liaise well with parents to put targeted support plans in place to help children make good progress. The manager gains support from the school's special educational needs coordinator to help identify individual needs and to share ideas about how to help all children to be included. However, this is not always done in a timely manner to close gaps quickly and support all children to make progress in relation to their capabilities. Overall, most children are not well prepared for their next stage in learning, including school.

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

Children's emotional well-being is, at times, compromised because the key-person system is not effective. Key persons do not have gathered enough information from parents when children first start to enable them to support children's individual needs. For example, they are not aware of what children can already do or what language they speak at home. This hinders staff's ability to help children settle and provide activities that are appropriate and engaging. Some children have built positive relationships with the staff, who are caring and warm. However, the pre-school does not have a consistent staff team at present and agency staff do not know the children well enough to support their individual needs and abilities, resulting in children not forming secure attachments.

The changes in the staff team negatively impact on the smooth running of the pre-school, causing disruption to some routines. As a result, children's personal, social and emotional development is not effectively promoted. Children's behaviour is sometimes poor, because staff are not providing activities that stimulate and interest them. Furthermore, staffs' knowledge of how best to support children's behaviour is weak. This means that, children are not developing an understanding of boundaries and expectations. For example, when children are asked to stop throwing things they ignore staff and continue with the behaviour. Staff are beginning to implement a reward system to focus on positive reinforcement to try to stop the negative behaviour. However, this is in the early stages and not used consistently with all children, resulting in negative behaviour often being repeated. Permanent staff spend a long time dealing with these behaviours which takes them away from other activities. As a result, children become distracted and do not show high levels of engagement in any activities. Therefore, they are not well prepared for their next stage in learning.

Children are developing an awareness of healthy lifestyles because staff offer healthy snacks and drinks. Staff discuss the importance of healthy options which supports children's understanding of how to grow strong and healthy. Children are encouraged to take part in discussions about the different fruits they are eating. For example, they identify the colours and talk about the textures of the different fruits. Staff promote children's independence as they chose their snacks, and drinks are available throughout

the session for children to access. Children are encouraged to develop their self-help skills as they use the toilet and wash their hands. They have daily opportunities for fresh air and exercise and some staff encourage children to put their coats on independently before going out to play. Children are developing their physical skills as they negotiate space while running round and take risks as they climb on the climbing frame and use the slide. Staff teach children how to use equipment, such as scissors safely, and regularly remind children how to move around the setting. Staff carry out regular fire drills so children have an understanding of the procedures to follow in the case of an emergency. As a result, children's safety is generally promoted.

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

The manager has failed to meet all the safeguarding and welfare requirements. She has not ensured that the key-person system is effective to meet the needs of the children, and as a result, children do not have secure relationships that promote their well-being. Furthermore, the manager has not ensured all staff are familiar with and effectively implement the behaviour management policy. This means that children are given inconsistent messages about what is acceptable, leading to disruption and unsafe behaviour. Since the last inspection, the manager has made some changes that have led to a few improvements. Staff supervision sessions have now been implemented and the manager has started to work with staff to improve their engagement with children. This has led to some improved teaching methods. However, activities still lack challenge for children, not all staff are effective in their interactions with children and the assessment process is not ensuring children make good progress. The manager does not regularly review what is being planned for children, or check the accuracy of the observations and assessments that staff undertake. As a result, gaps in children's learning are not identified and staff are not actively planning for children's next steps. This demonstrates that self-evaluation is not fully effective and a lack of monitoring has led to children not being provided with experiences that help them to make the best possible progress.

The manager and staff understand their role and responsibilities to safeguard children. Effective child protection policies and procedures are in place and understood by all staff. All staff are aware of what action to take in the event of a concern about a child in their care. All staff understand about the possible indicators of child abuse and have attended relevant safeguarding training. Effective recruitment and vetting processes are in place and ensure that all those working with children are suitable to do so. The environment is safe and secure as staff appropriately risk assess the areas used by children and ensure hazards are minimised. There is a robust system for the arrival and collection of children to ensure they are only able to leave with authorised adults. These arrangements suitably protect all children.

Overall, partnerships with parents are weak. They are not suitably involved in their child's learning and development at the pre-school. Staff are unable to share details of children's progress or next steps in learning as weaknesses in assessments and planning mean staff do not have this important information to share. Staff do not ask parents to extend learning at home or give details about their child's achievements and abilities. Staff do not

find out enough from parents about children's home languages and incorporate this into the pre-school. Parents do receive some basic information at the end of each day about how their children have been and their behaviour. Partnerships are being developed with other providers of early years provision. For example, the manager has some involvement with the local children's centre and she passes some information that she gains on to parents. Links with the local nursery ensure children receive support when it is time for them to move on to this setting and the manager receives some support from the nursery's special educational needs coordinator. However, this is not sufficient to ensure that children's needs are met. The manager continues to work with professionals from the local authority to develop the pre-school and demonstrates a desire to improve the provision. However, while this has led to an action plan being devised, not enough progress has been made to ensure children receive quality care and learning experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY463662
Local authority	Birmingham
Inspection number	962981
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	18
Name of provider	Newtown Pre-School
Date of previous inspection	07/01/2014
Telephone number	01213592476

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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