

Dosthill Park Pre-School Playgroup

Dorcas Centre, off Blackwood Road, Tamworth, Staffordshire, B77 1JE



Inspection date

16 January 2015

Previous inspection date

14 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management have not been swift enough in addressing instances of staff underperformance. Consequently, the new assessment and planning system is not implemented effectively enough. This means children are not always supported to make good progress in their learning.
- Not all staff have a clear enough understanding of what children know and can do and some adult-led activities are not planned well enough. This means children are not always challenged to make the best possible progress.
- The educational programmes for literacy and mathematics are not planned well enough to support children to make good progress in these areas of learning.

It has the following strengths

- Staff have worked well together to reorganise the structure of the session. As a result, children benefit from spending time in small and large groups where they become motivated and engrossed in activities that support their learning.
- All staff are warm and caring and place a high priority on ensuring children are physically safe and emotionally secure. Safety within the setting is given good priority, which ensures potential risks to children are effectively minimised.
- Effective partnerships with parents and other professionals ensure that children with special educational needs and children who speak English as an additional language are fully supported and included.

What the setting needs to do to improve further

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

- improve the quality of teaching by ensuring that the assessment and planning system is effectively implemented so that all children are challenged to make consistently good progress
- improve the education programmes for literacy so that children make good progress in this area by, for example, providing a wider range of opportunities for children to develop their understanding that letters represent the sounds they hear in words
- improve the education programmes for mathematics so that children make good progress in this area by, for example, providing a wider range of opportunities for children to develop their interest and use of numerals.

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

- enhance performance management by putting effective systems in place to tackle any instances of underperformance.

Inspection activities

- The inspector spoke to staff and observed the quality of teaching.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke to the secretary of the committee.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's procedures for self-evaluation.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspector

Christine Armstrong

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a broad range of activities to promote children's learning and development across the seven areas of learning. Children become eager to take part in large and small group activities. They learn to listen, follow instructions and control their bodies. They learn to count and hear the sounds of letters in words, which helps to prepare them for school. Children are not supported well enough to develop their interest in and use of numerals. Not enough support is given to help children begin to recognise the letters that represent the sounds they are hearing in words. The new assessment and planning system is not implemented well by all staff. Some staff do not always find out what children already know and can do before they plan adult-led activities. They do not always think about how they can support children's play outdoors. They do not always ensure suitable resources are available to support children's learning. Consequently, staff do not always provide good levels of support and challenge for children's learning. Staff work closely with parents so that children hear and can use their home language, which helps to support their language development.

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

All staff build children's confidence and emotional well-being. They are very warm and welcoming to children. They prepare children well for changes in routines, such as moving into group times and moving on to school. They praise children's achievements and they help children to learn how to manage their behaviour and consider others. As a result, children are happy and develop strong relationships. Children enjoy being active and learn what effect activity and healthy eating has on their bodies. Children are supported to make choices about their play. This means children who prefer to learn outdoors are able to do so.

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

Management has a good understanding of their responsibility in supporting children's health, safety, well-being and learning. Since the last inspection training has been well focused on improving staff's teaching skills. Staff work well with parents and other providers to support children's learning. Staff, parents and children's views are sought as part of the process of evaluating what is working and what needs improvement. However, the evaluation of what needs improving has not highlighted the weaknesses in the educational programmes for literacy and mathematics. Systems for performance management are not rigorous enough. While the manager knows staff's strengths and weaknesses in implementing the new assessment and planning system she has not taken enough action to address weaknesses. Therefore, not all children are supported to make good progress in their learning. Safeguarding procedures are clear and implemented well. Appropriate checks are made to make sure that staff are suitable to work with children. Staff know and implement child-protection procedures swiftly and effectively.

Setting details

Unique reference number	218132
Local authority	Staffordshire
Inspection number	983925
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	65
Name of provider	Dosthill Park Pre-School Playgroup Committee
Date of previous inspection	14 July 2014
Telephone number	01827 260527

Dosthill Park Pre-School Playgroup opened in 1992 and is registered on the Early Years Register. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one at level 4 and one member of staff holds an early years qualification at degree level. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12noon and 1.30pm until 4pm from Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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