

# St Georges Pre-School Playgroup

Daisy Avenue, Farnworth, Bolton, Lancashire, BL4 0EJ



## Inspection date

Previous inspection date

23 February 2015

6 March 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The quality of teaching is variable. The manager does not focus strongly enough on improving the quality of teaching, so all staff better their practice and raise children's learning to a higher level.
- The manager does not rigorously check the quality of the observation and assessment of children's progress. As a result, managers do not ensure it is always accurate and always completed in a timely manner by all staff.
- The management team of the pre-school are not yet effective in evaluating and setting clear, targeted plans for improvement.
- Staff do not consistently support children's learning outdoors. This is because some staff supervise, rather than engage children as they play.

### It has the following strengths

- Children are secure with their key person, who cares for them. They form strong relationships with them and their emotional well-being is supported.
- Staff are secure in their knowledge and understanding of safeguarding. They know what action to take and who to report any concerns to, in order to protect children and to keep them safe.
- Relationships with parents and external agencies are strong. This means that parents are well-informed of their children's achievement. Additionally, the need for external support is quickly sought, so children's needs are met.

## 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 implementing better systems for monitoring teaching and for coaching staff, to improve their skills and the learning experiences for all children
- improve the system for observing and tracking children's progress to ensure they are completed in a timely manner, so that information used to inform the children's assessments is accurate and up to date.

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

- improve the system for self-evaluation by setting clear targets, timescales and implementing an action plan to address the identified areas for improvement
- improve staff interactions, so that children are equally supported outdoors to improve their learning.

## Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in the playroom and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Janet Singleton

## Inspection findings

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

The quality of teaching is variable, which means that not all children make the best possible progress. Children are supported in the prime areas of learning as they develop their social skills, as they play with other children at the play-dough table. Staff plan for children's next steps in their learning. They provide a balance of adult-led and child-initiated activities for children to choose from. Children enjoy playing outdoors as they ride bikes and run freely. However, when planting seeds, staff do not encourage children to think through their own ideas and some staff supervise children outside, rather than have meaningful interactions. Not all staff complete observations on children in a timely manner. This means that some information used to inform the tracking of children's progress is not meaningful, nor does it provide an accurate picture of children's progress. That said, the key person is fully aware of where children are in their development. Children are prepared well for school as they take part in group time and learn to sit and listen.

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

The environment is safe and welcoming for children. Staff ensure resources and equipment to support children's learning are in place and readily accessible to them. Children learn about good hygiene practices as they get ready for their snack, wiping their hands and talking about germs. Children enjoy a healthy snack of fresh fruit and happily pour their own water or milk. They develop their independence further as they manage their own needs in the bathroom and put on their coats as they get ready to play outside. Staff frequently praise children, which builds their self-esteem and confidence. Children who have special educational needs and/or disabilities are very well supported to make progress in their learning.

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

The manager has a sound understanding of the Early Years Foundation Stage, but is less effective in monitoring how it is delivered. This is because supervision and management of staff practice is not focused strongly enough on raising teaching to a higher level. All required policies and procedures, to support the pre-school and staff, are in place and reviewed. The pre-school has appropriate procedures for checking the suitability of staff. Training is undertaken by staff, including working with young children and managing young children's behaviour. This has had a positive impact on staff's management of behaviour. As a result, children learn to listen and to understand the behavioural expectations. The actions raised at the last inspection have been addressed and have improved some areas of practice. However, evaluation of the pre-school is not yet robust. This means that strengths and weaknesses are not clearly identified to improve practice. Additionally, it is not yet rigorous enough to impact on improving the quality and consistency of teaching.

## Setting details

<b>Unique reference number</b>	315973
<b>Local authority</b>	Bolton
<b>Inspection number</b>	966948
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Maureen Anne Taberner
<b>Date of previous inspection</b>	6 March 2014
<b>Telephone number</b>	07974 929360

St Georges Pre-School Playgroup opened in 1977 and operates near Bolton. It is privately owned and managed by the provider. The pre-school playgroup employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2. There is one apprentice who is working towards a childcare qualification. The nursery opens from Monday to Friday, term time only. Sessions are from 9.15am until 11.45am. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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