

Long Eaton Pre-School Playgroup



Baptist Church Hall Station Street, Long Eaton, Nottingham, Nottinghamshire, NG10 1GJ

Inspection date

16 March 2015

Previous inspection date

13 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Teaching varies across the pre-school. Staff do not always support children to engage in purposeful play and planned activities do not sufficiently challenge each child.
- The monitoring of staff practice, including the delivery of educational programmes, is not robust enough to identify and address key weaknesses.
- Staff sometimes miss opportunities to teach children about the importance of healthy eating during snack time.
- Children are not always given opportunity for free expression and creativity in their play.

It has the following strengths

- Children are secure and happy because staff are kind, caring, and a strong key-person system supports their emotional needs well.
- Relationships with parents are secure, and parents are given regular updates on children's progress.
- Children with special educational needs and/or disabilities are well supported. Staff work closely with children and families to meet their needs, and where appropriate, refer them to outside agencies for additional support.
- Daily access to a well-resourced outdoor play area enhances children's enjoyment at the pre-school and provides them with regular fresh air and exercise.

What the setting needs to do to improve further

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

- ensure staff respond to each child's emerging needs and interests, to consistently support children's active engagement in the range of activities provided
- ensure that planning is improved to more accurately reflect individual children's next steps in their learning so that children are provided with challenging experiences.

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

- monitor staff practice and the implementation of planning, observation and assessment, to identify clear targets for further improvement and to improve consistency in the quality of teaching across the pre-school, so that children make good progress
- enhance children's understanding of healthy lifestyles by providing healthy food and drinks at snack time
- ensure children have opportunities to freely express their creativity in their artwork and free play.

Inspection activities

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

Inspector

Josie Mapes

Inspection findings

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

Not all children make good progress because the quality of teaching is inconsistent across the pre-school. Staff are not always clear about the next steps in learning for their key children. Therefore, planned activities and experiences do not always meet children's needs or challenge them sufficiently. Furthermore, there are occasions when some children are not engaged in purposeful play. For example, children sometimes wander aimlessly around the pre-school. This is because staff do not always actively encourage them to participate in the range of activities on offer. Parents are suitably informed about children's progress and are offered opportunities to meet with staff. Staff encourage children to develop skills, which help them to be ready for school. For example, by asking them to sit and listen to a story during circle time. Children have good opportunities to extend their physical skills. This is because there is a range of outdoor play equipment, which enables them to experiment with different ways of moving.

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

The pre-school environment is warm and welcoming. Staff provide children with a range of good quality toys and resources, from which they can independently choose. The established key-person system works well and allows children to form strong attachments with staff. For example, when children feel upset they are comforted by their key person and are able to carry on playing and exploring quickly. Staff arrange and accompany children on transition visits. This helps children to settle when they move to different settings or to school. Staff do not always help children to understand the benefits of healthy eating. For example, chocolate milk and biscuits are routinely offered at snack times because it is a preferred choice. Children learn how to manage their own personal care needs through good hygiene routines, such as hand washing and correctly disposing of tissues.

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

The manager has a sufficient understanding of her responsibilities and a range of procedures and policies support children's safety and well-being. However, the monitoring of teaching, planning and assessment is not rigorous enough to develop clear targets for improvement. This means that practice is inconsistent, resulting in not all children making good progress. For example, when children are making an Easter card, they are encouraged to use pre-written cards and pre-cut shapes rather than expressing their own creativity. Most staff hold appropriate qualifications and they are encouraged to attend relevant courses. They use their knowledge to provide children with suitable standards of care and learning. For example, staff have a sound awareness of child protection and the procedures to follow should a concern arise about a child in their care. The committee, manager and staff team work closely together as they are committed to trying to improve the provision for all children. However, systems for staff supervision are not effective in raising the quality of teaching and children's learning to a good standard.

Setting details

Unique reference number	206810
Local authority	Derbyshire
Inspection number	864126
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	35
Name of provider	Long Eaton Pre School Committee
Date of previous inspection	13 September 2011
Telephone number	07870 847178

The Long Eaton Pre-School Playgroup was registered in 1966. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one at level 2. The nursery opens, from Monday to Friday term time only. Sessions are, from 9am until 12pm. 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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