

# Byron Green Pre-School

Wrexham Close, Tenants Hall, Hollinwood, Oldham, OL8 4SQ



## Inspection date

23 April 2015

## Previous inspection date

13 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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		Good	2
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 manager does not monitor staff practice and the delivery of activities closely enough. As a result, the quality of teaching is variable because the individual training needs of staff are not swiftly identified and addressed to allow them to support all children to make the best possible progress.
- Self-evaluation is not rigorous or robust enough. As a result, the manager has failed to identify weaknesses in practice, to drive improvements and effectively meet the needs of all children.
- Group activities are not always successful in meeting the needs of all children, especially children who speak English as an additional language, to promote their learning and development to the best effect.

### It has the following strengths

- Children are happy, confident and independent learners. They develop strong bonds with the warm and welcoming staff team. This means that children are settled and emotionally secure in the friendly environment.
- Children are kept safe because the manager and her staff team understand their role and responsibility in meeting the safeguarding and welfare requirements. Clear policies and procedures, which are embedded into practice, ensure children's welfare is prioritised.
- Children with special educational needs and/or disabilities are supported well through strong and effective relationships with parents and external agencies. This means that a consistent approach is adopted and a wealth of support is implemented.

## **What the setting needs to do to improve further**

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

- implement appropriate supervision and performance evaluations, to identify the quality of teaching and highlight individual training needs, to secure opportunities for continued professional development for staff.

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

- review the delivery of group activities, to ensure that they take into consideration the needs of all children, particularly children who speak English as an additional language, to ensure they are fully engaged and able to participate in a way that is meaningful for them
- strengthen the process for self-evaluation, in order to effectively identify areas for development that will improve learning opportunities for all children.

## **Inspection activities**

- The inspector observed activities in the pre-school and outdoors.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector spoke to staff, children and gained the views of parents.
- 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 reviewed the pre-school's self-evaluation and action plans.

## **Inspector**

Layla Louise Clarke

## Inspection findings

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

Staff provide children with enjoyable activities to promote all areas of learning, which build on their interests and motivates them to learn. Staff ask children to consider the answers to questions, such as 'how can you fit through the bamboo arch?' as children respond with a variety of appropriate responses. As a result, children are developing their critical thinking skills. The environment is well-planned to meet the needs of older and younger children. Older children have visual timetables with written instructions, while younger children have prompts which include simple text and images. During group time staff ask open questions and use puppets and books to engage children. However, staff fail to support children who speak English as an additional language enough. These children are not fully involved as they are unaware of the concept of the story and become disengaged, due to the teaching strategies used. Nonetheless, staff introduce other successful methods to include children, such as props and role modelling of simple language so that generally, children are developing the skills needed for their next stages in learning and the move to school.

### **The contribution of the early years provision to the well-being of children is good**

Staff find out valuable information from parents, during home visits, to support them during the transfer into the pre-school. Children develop an understanding of healthy lifestyles as they confidently access drinking water and staff provide a wealth of information for parents about healthy lunch options. Furthermore, staff explain the benefits of drinking water and eating fruit to children. Staff teach children about consequences. Children make large constructions using bricks, tape and scissors as staff ask them to consider what will happen if the bricks fall down and explain how to use scissors safely. Outdoors children benefit from many opportunities to climb and balance. This supports their physical health and well-being. Staff are positive role models. They provide clear and consistent explanations to children, encourage sharing, turn-taking and use 'golden rules'. As a result, children are well behaved. Staff and children have strong relationships, which results in children being eager to engage in the activities provided.

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

The provider, who is also the manager, monitors children's progress appropriately and has made many improvements, addressing the actions set at the last inspection. She is committed to raising the quality of the pre-school. However, while self-evaluation is implemented it has not been successful in identifying weakness around staff supervision and supporting children who speak English as an additional language. Staff have begun peer observations to share their skills and experience. The staff team all hold relevant early years qualifications, benefit from regular team meetings and all mandatory training is provided. However, their continual professional development has not been a priority, resulting in instances of variable teaching, which have not been suitably addressed. Consequently, all children are not being supported to make the best progress possible.

## Setting details

<b>Unique reference number</b>	EY439027
<b>Local authority</b>	Oldham
<b>Inspection number</b>	999222
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Claire Louise Jackson
<b>Date of previous inspection</b>	13 November 2014
<b>Telephone number</b>	07979954470

Byron Green Pre-School was registered in 2011. The pre-school is open term time only, on weekdays from 9am to 3pm. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are five permanent staff members, all hold relevant early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-olds.

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