

Ready, Steady, Go Pre-school

Mendip Green First School, Greenwood Road, WESTON-SUPER-MARE, Avon, BS22 6EX

Inspection date

1 June 2015

Previous inspection date

17 November 2010

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:

- The staff team are qualified in early years but some do not use their knowledge well. Consequently, the quality of teaching is variable. Some staff do not make good use of their interactions with children or plan challenging activities to move learning forward.
- Not all staff consistently reinforce the rules for appropriate or expected behaviour in a positive way. As a result, children receive mixed messages and do not always understand the expectations.
- Performance management systems do not sufficiently focus on improving the quality of teaching. Furthermore, staff supervisions and training do not address weaknesses in practice well.
- Staff do not keep parents consistently informed about their children's progress and development so they can comment and provide additional, relevant information. This does not promote consistency for children's learning.

It has the following strengths

- Staff are welcoming and have good relationships with the children. They work hard to ensure they provide a suitable environment for the children.
- The children are safe and secure in the pre-school as the staff have a good knowledge of child protection and safeguarding procedures.

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 planning challenging and enjoyable learning experiences and improving interactions with children, so that staff consistently challenge and extend children's learning to help them make good progress
- improve the methods used to manage children's behaviour, for example, by ensuring staff give consistent positive messages so that children always know what is expected of them
- improve partnerships with parents so that information is shared well about children's developmental progress both in the setting and at home, to promote a shared approach to children's learning
- improve staff supervision so it is more effective in providing support, coaching and training, to promote continuous improvement in the quality of teaching and learning to raise it to a consistently good standard.

To meet the requirements of the Childcare Register the provider must:

- ensure staff manage behaviour in a suitable and consistent manner (compulsory part of the Childcare Register)
- ensure staff manage behaviour in a suitable and consistent manner (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the classroom and in the outdoor space.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager and owners of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documentation including children's records, planning, policies and procedures, and evidence of staff suitability.
- The inspector spoke to parents and considered their views.

Inspector

Jean Essom

Inspection findings

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

Children can choose their play freely in the well-planned room that helps them to be independent learners. They enjoy playing with a wide range of resources that cover all the areas of learning, in particular literacy and mathematics, with words and numbers given value around the environment. Children have useful opportunities to practise their technology skills, for example by using electronic toys. However, activities provided by the staff lack challenge and opportunities to extend children's learning further. Too often, staff use questions to test what children know, understand and can do rather than to help to develop children's curiosity, and questioning and thinking skills. Therefore, not all children make good progress and some children quickly lose interest.

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

Staff teach children to keep healthy by encouraging them to prepare nutritious snacks and to enjoy exercising and playing outdoors. Children sit together and are very sociable. They talk to each other and share experiences. Staff provide a safe and welcoming space for the children to enjoy. Staff have links with the local school to enable them to support children's successful move to school. However, not all children's skills needed for their next stage in learning are fully developed, such as knowing how to lead their own learning, and some parents feel their children are not fully prepared. Staff do not always manage children's behaviour in a consistent way, so behaviour is not always as good as it should be because children are unsure what to do. Children sometimes receive negative messages about their behaviour rather than having positive behaviour reinforced. As a result, children do not always gain self-esteem and learn to control their emotions.

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

The manager and staff have a sound knowledge and understanding of safeguarding policies and procedures, and are aware of their responsibilities in this respect. The owners have rigorous recruitment and induction processes to ensure suitable staff are employed. They perform regular supervision and appraisals with staff to identify staff development needs, but these do not focus enough on improvements for teaching. The manager uses regular staff meetings to discuss, and share any ideas and practice issues to enhance the provision for children. However, this is not having a positive impact on the children's learning and development. Parents feel welcome at the pre-school but partnerships are not strong enough to enhance shared learning between home and the pre-school.

Setting details

Unique reference number	EY359392
Local authority	North Somerset
Inspection number	1002578
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	56
Name of provider	Tara Maher, Samantha Simpson and Michelle Hale Partnership
Date of previous inspection	17 November 2010
Telephone number	01934 513449

Ready, Steady, Go Pre-School registered in 2001 and moved to the current location in September 2007. The pre-school operates from the grounds of Mendip Green First School in Worle, North Somerset, and is part of a group of childcare facilities belonging to the same owners. It is open from 9am until 3pm term time only. Four members of staff work with the children and all hold suitable qualifications in childcare.

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.

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