

# Batley Road Pre-School

Phoenix Youth Club, Batley Road, Alverthorpe, Wakefield, West Yorkshire, WF2 0AE



## Inspection date

25 June 2015

## Previous inspection date

24 January 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 <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 not consistent. Some staff engage well with children and offer them high levels of support, while others have little interaction with children. This means children do not benefit from consistently good quality teaching.
- Records of staff qualifications are not maintained.
- There are no focused action plans to tackle underperformance. This means staff are not supported to improve their teaching skills. Lack of coaching and mentoring for students means they are not supported to improve their skills and knowledge.
- The monitoring of children's development does not look closely at the progress made by groups of children.

### It has the following strengths

- The pre-school provides children with a wide range of resources that encourage their independent investigations.
- The key-person system promotes secure partnerships with parents. Parents are kept informed about activities their children are involved in. They are supported to continue their children's learning at home.
- Staff have a suitable understanding of safeguarding procedures. Policies and procedures are effectively implemented. This means children's safety and well-being is promoted.

## What the setting needs to do to improve further

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

- keep up-to-date records of staff qualifications
- develop clear action plans to tackle underperformance and ensure staff and students are supported to improve their skills and knowledge through focused coaching and mentoring
- ensure that children's learning is fully supported by making sure all staff respond to each child's emerging needs and interests, and promote their development through positive interaction.

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

- build on the systems in place for monitoring children's progress by reviewing the progress of groups of children, to ensure all gaps in learning are identified and addressed.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Nicola Dickinson

## Inspection findings

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

Key staff gather information from parents about the skills children already have when they first enter the pre-school. Learning experiences are generally planned well to target children's individual needs, promoting their good progress from the start. However, the quality of teaching is variable. Some staff are skilled and make good use of opportunities to promote children's learning, both during their play and through adult-led activities. However, some staff offer little support for children's learning, which means children's continuing good progress is not assured. Children develop communication and language skills during small group activities. They are encouraged to listen to each other and take turns in speaking. Older children learn to recognise letters and numbers in preparation for their learning in school. Regular assessments of individual children's progress are completed and shared with parents. The manager is proactive in seeking support from other professionals, where gaps in children's development are identified. Staff share information about children's progress when they move on to school. This promotes continuity in their learning.

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

Staff help children to settle at the start of each session, which supports children to feel emotionally secure. They provide a safe environment for children to explore and children enjoy their time at the pre-school. Children are encouraged to be independent and to develop self-care skills. Healthy lifestyles are promoted well through daily routines. Staff talk to children about the importance of washing their hands. A wide range of healthy snacks are provided and parents are encouraged to provide healthy lunches. Children enjoy being physically active in the well-equipped outdoor area. They demonstrate through their play that they understand how to keep themselves safe. Children's behaviour is managed well. Staff calmly reinforce boundaries and explain to children why some behaviour is not acceptable. Staff support children to build relationships with other children. This helps to prepare them emotionally for the move on to school or other settings.

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

The provider does not keep appropriate records of staff qualifications, which means they are not meeting the requirements of the Early Years Register. Although the staff team are qualified, the quality of teaching is not consistently good throughout the pre-school. The manager reviews the provision and seeks the views of parents and children. She has identified weaknesses in teaching practice. However, there are no focused action plans to support staff and ensure teaching improves. The pre-school offers placements to students but does not provide them with good opportunities to improve their knowledge and skills. The provider does not review the progress of groups of children. Consequently, it cannot be certain that staff are identifying all gaps in children's learning. Arrangements in place to protect children are effective.

## Setting details

<b>Unique reference number</b>	322045
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	868749
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	22
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Batley Road Playgroup Committee
<b>Date of previous inspection</b>	24 January 2011
<b>Telephone number</b>	01924 372108

Batley Road Pre-School was registered in 1978. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday all year round. Sessions are from 8.30am until 11.30am, and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

