

# Goring & Cleeve Pre-School



Goring Primary School, Wallingford Road, Goring On Thames, Reading, Berkshire, RG8 0BG

## Inspection date

14 July 2015

Previous inspection date

24 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
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:

- Staff do not always plan learning experiences that are enjoyable or challenging enough, and that focus on children's individual interests and needs. This means that some activities are mundane and do not capture children's attention or help them make good levels of progress. This also has an impact on children's behaviour and well-being.
- Staff do not assess children's progress accurately. Children's individual next steps in learning are not always clearly identified and staff do not sufficiently incorporate children's targets into spontaneous and planned activities. As a result, children do not move quickly enough on to the next stage in their learning.
- Staff supervision opportunities are not used well enough to tackle the inconsistencies in teaching. Managers do not support staff to discuss children's progress or set action points to improve teaching. As a result, staff are not held sufficiently accountable for the slower levels of progress made by some groups of children.
- Self-evaluation, training and monitoring of staff practice are not rigorous enough. This has resulted in a decline in the quality of teaching and in weaknesses in the organisation of daily routines.

### It has the following strengths

- Parents speak highly of the pre-school and feel very involved in their child's learning.
- Staff have an adequate understanding of their responsibilities to safeguard children. All suitability checks are in place and staff implement suitable risk assessments.
- Older children enjoy activities in the woodland areas.

## What the setting needs to do to improve further

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

- provide coaching and training for staff to target any gaps in the provision to best support the needs of every child, with specific regard to managing the routines in the day and inconsistencies in teaching
- ensure accurate assessments identify the next steps for children's learning and use information gathered to plan meaningful activities that ignite children's interests and motivate them to learn.

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

- review and extend the self-evaluation processes to identify areas to develop in order to rapidly improve the quality of teaching, care practices and outcomes for children
- promote positive behaviour further by reviewing staff expectations of children and by reducing times when children have to sit and wait.

## Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager and committee members.
- The inspector looked at children's records, evidence of staff suitability, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to a number of parents.

## Inspector

Melissa Cox

## 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 and does not meet the learning needs of children to a good level. For example, some staff provide too much direction during art activities, which spoils children's enjoyment and limits their creativity. Other staff leave children to occupy themselves in their play and do not offer targeted support, especially for those children who need it the most. Observation, assessment and planning are not used effectively. The range of activities on offer is not always matched to children's individual learning needs. For example, during some group times children spend too long sitting down rather than engaging in independent play that follows their interests. Children have few opportunities to freely choose what they want to do. As a result, they become restless and bored. Nevertheless, children have some positive learning experiences. For example, they enjoy modelling cakes from dough or painting the fence with large paint brushes.

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

Children choose from a range of resources, indoors and outdoors, which generally support their interests. They enjoy playing outdoors where their physical development is promoted as they climb and balance on the wooden play equipment or engage in water play. Children's health needs are suitably met. Staff serve a good range of healthy snacks, including fresh fruits and vegetables. Children's behaviour is generally good when they are engaged in activities that capture their interest. Staff suitably teach children how to identify risks. Although staff have developed friendly relationships with children, they do not always speak to them in a positive way that supports their self-esteem. Children develop suitable self-care skills, preparing them for their move to school.

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

The members of the new committee have a good understanding of their management role. They demonstrate an astute awareness of the safeguarding and welfare requirements and implement these to safeguard children. They use their skills and experience effectively and recently delivered a range of workshops to keep staff up to date with changes in upcoming legislation. The committee members gather the views of the children to identify what they enjoy and what they would like to see changed. However, self-evaluation is in its early stages and does not extend to all aspects of the provision. Therefore, weaknesses in teaching, learning and daily organisation have not been identified and tackled. The managers have some regard to monitoring children's learning and staff performance. However, this is not effective enough in ensuring that gaps in children's progress are quickly identified and addressed so that all children make good progress. Partnerships with parents are friendly and parents are invited into the setting to share their own skills and expertise. There are basic partnerships in place with other professionals and the school.

## Setting details

<b>Unique reference number</b>	133694
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	825566
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Goring and Cleeve Pre-School Committee
<b>Date of previous inspection</b>	24 November 2009
<b>Telephone number</b>	01491 875036

Goring and Cleeve Pre-School registered in 1993. It operates from Goring-on-Thames, Oxfordshire and is open each weekday during term time. It offers sessions from 8.50am to 3.20pm, from 9.20am to 11.50am and from 12.50pm to 3.20pm Monday to Thursday. Children are able to attend an optional lunchtime session operating from 11.50pm to 12.50pm. New children are able to attend a Friday settling-in session from 9am to 11.30am. 10 members of staff work with the children. Of these, two hold Early Years Professional Status, one holds Qualified Teacher Status and five hold relevant qualifications at level 3. The pre-school also employs an administrator.

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