

The Pre-School Group

St Philip's Church Hall, Evington Road, Leicester, LE2 1QJ



Inspection date

21 September 2015

Previous inspection date

12 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has not obtained a Disclosure and Barring Service check for all staff, as required. However, some suitability checks have been obtained and staff are not left unsupervised with children. This means that any risk to children's safety is minimised.
- Staff do not always identify children's next steps in learning or use this information consistently to plan and monitor their progression.
- The manager does not check the effectiveness of the educational programmes and staff performance closely enough.
- At times, staff do not value children's self-chosen play enough. They interrupt their learning by asking them to take part in adult-led activities.
- Systems to review the overall quality of the pre-school are not sufficiently developed to identify and address weaknesses.

It has the following strengths

- Staff get to know children well and children form strong attachments to them. Children are happy and settled in the pre-school.
- Staff have established effective partnerships with parents. They exchange information daily and parents are invited to meet with their child's key person. Parents are happy with the service provided.
- The pre-school supports children well when they move on to other settings. Staff have formed close links with local schools and nurseries.

What the setting needs to do to improve further

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

	Due Date
■ obtain an enhanced Disclosure and Barring Service check for all staff	19/10/2015
■ use systems of observation and assessment more effectively to identify each child's next steps in all areas of their learning and plan learning experiences matched to their individual needs	02/11/2015
■ implement effective systems to monitor the educational programmes and staff performance and make sure practice is consistent in helping children make good progress towards the early learning goals.	02/11/2015

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

- give children more time and freedom to lead their own play and become more involved in their own learning
- develop arrangements for reviewing the overall quality of the provision that focus on identifying weaknesses and driving improvement.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journal progress records, the planning documentation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management requires improvement

Most staff are qualified and are supported to undertake further training to bring about improvement. However, this has not yet resulted in sufficiently raising the overall quality of teaching. The effectiveness of teaching and the educational programme is not efficiently monitored by the manager. She is not always able to identify or address gaps in children's learning. The manager has reviewed the provision and identified some areas for improvement. However, her evaluation is not rigorous enough to identify all weaknesses. Arrangements for safeguarding are effective. Staff know the correct procedures to follow if they have any concerns about children in their care. However, managers have not made sure that robust suitability checks have been completed for all adults working with children. Staff work closely with other professionals and agencies involved in children's care. They work together to meet children's needs.

Quality of teaching, learning and assessment requires improvement

Staff observe children daily and use this information to plan a range of experiences. However, planning for individual children is not always effective. Not all staff use their observations to identify children's next steps and plan challenging activities to extend their learning. Children's progress is variable and not always consistently supported. However, children have fun as they learn. They join in with the actions to number rhymes, build towers with construction blocks and learn about size as they fill different containers in the sand tray. Parents are encouraged to be involved in their children's learning. For example, staff provide parents with ideas for activities for children to do at home.

Personal development, behaviour and welfare require improvement

Staff use activities to encourage children to share and take turns. Children learn how to respect one another and they behave well. Children are happy and motivated to play and learn. However, some staff interrupt children as they play and require them to take part in adult-led experiences. Children do not always have the time and freedom to maintain focus on activities and become more deeply involved in their learning. Children learn about the importance of being healthy. For example, outdoor physical play is encouraged. Children are offered well-balanced snacks and water or milk to drink at regular intervals. Staff work closely with local schools and nurseries. They share developmental information and teachers are invited to visit children in the pre-school. There is good continuity of care and children settle well when they move on.

Outcomes for children require improvement

Although children make steady progress, they are not supported to make the best possible progress in their learning and development. Staff support children to learn the basic key skills they will need for the next stage in their education. For example, staff encourage children to be independent. Children are developing skills, such as putting on their own coats and helping to tidy up.

Setting details

Unique reference number	258305
Local authority	Leicester City
Inspection number	867115
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	The Pre - School Group Committee
Date of previous inspection	12 January 2012
Telephone number	07816361942 + 0116 2108398

The Pre-School Group registered in 1994. It is open each weekday during school term time. Opening times are from 9am to 12 noon and from 12.30pm to 3.30pm. The pre-school employs five staff. Of these, four hold appropriate early years qualifications at level 3 and one is qualified at level 2. Funded early education is available for two-, three- and four-year-old children.

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