

# Tirlebrook Pre-School Playgroup & Toddlers

Tirlebrook Primary School, Brensham Road, TEWKESBURY, Gloucestershire, GL20 8EW



## Inspection date

6 October 2015

## Previous inspection date

30 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 does not make good use of supervision and training to help staff improve their personal effectiveness. The quality of teaching is variable, and children are not always engaged in what they are doing or make the best possible progress.
- Staff do not manage children's behaviour consistently, and children receive mixed messages about what is acceptable behaviour.
- Staff make observations on children. However, these are not always focused enough on children's developing skills, do not give staff a complete picture of the progress children make or provide the information they need to plan challenging activities.
- Some adult-led activities are not well planned and are too long so young children lose interest. At these times, some children become distracted and unsettled.
- The manager does not make effective use of self-evaluation to accurately identify areas of the provision that require improvement.

### It has the following strengths

- Children generally enjoy their time at playgroup. Staff greet them enthusiastically and with lots of smiles, which helps them settle.
- Children enjoy playing outdoors, and staff organise lots of interesting activities here. This helps to effectively promote their physical well-being.
- Staff provide parents with details of their child's time at pre-school. This helps keep parents informed and enables them to talk with their children about their experiences.

## 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
■ improve supervision, mentoring and training for all staff to improve further the quality of teaching and outcomes for children	23/11/2015
■ ensure a consistent approach to behaviour management so that all children receive clear guidance about what behaviour is acceptable	23/11/2015
■ improve the accuracy of ongoing assessments for children to enable staff to plan activities that promote individual children's development more precisely.	23/11/2015

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

- review and improve the organisation of adult-led activities to ensure children are keen to join in and excited to learn
- strengthen self-evaluation to ensure that it accurately identifies where improvements are needed to improve outcomes for children.

## Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and took account of their views.
- The inspector sampled documentation, including policies and children's records.

## Inspector

Sarah Holley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager understands her responsibilities but is not fully effective in fulfilling them. Although staff have supervision and are monitored, they do not receive regular feedback on all aspects of their performance. The manager does not make the best use of her observations or parents' feedback to set targets for improvement. Safeguarding is effective. The manager ensures staff understand their role in keeping children safe. Staff know what to do if concerned about a child's welfare to protect them. The lead staff member for identifying children in need of additional support is clear on her role. She supports staff to identify these children and seeks advice as necessary from other professionals. As a result, these children make steady progress and gaps begin to close.

### **Quality of teaching, learning and assessment requires improvement**

Although staff are well qualified, they do not always make the best use of their knowledge to provide a consistently good quality of teaching. The manager organises limited opportunities for them to improve their skills through training. They do not use observations effectively to precisely target children's learning in their planning. Some teaching is effective, which has a positive impact on children's progress. For example, staff help children mix and pour sand and water together and use this to support children's physical and creative development. Staff ask children questions about numbers and shapes, which helps develop their mathematical skills. However, staff do not always make good decisions about when to lead the learning and when to stand back and allow children to play independently. At these times, children do not settle well, move quickly between activities and are not helped to learn and explore.

### **Personal development, behaviour and welfare require improvement**

Staff take the necessary steps to ensure the premises are clean and secure. They check for hazards and ensure that children cannot leave the building unsupervised. They make appropriate use of daily routines to teach children about the importance of good hygiene, and the benefits of healthy eating. Snack times are well organised and staff provide visual prompts to help children follow the steps to wash their hands and serve their own food. Staff provide inconsistent messages to children about acceptable behaviour, which does not help reinforce how they should behave. Some whole group activities are over long, so children find it difficult to concentrate. This means staff have to keep reminding children to sit still or join in, which does not build on their emotional well-being effectively.

### **Outcomes for children require improvement**

Outcomes for children are not consistent. Children gain the basic skills they need for their future learning and in readiness for school. However, not all children are developing a real love of learning or gaining a good understanding of how to behave positively.

## Setting details

<b>Unique reference number</b>	EY368670
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	827852
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Angela Worrell
<b>Date of previous inspection</b>	30 June 2010
<b>Telephone number</b>	01684 851 837

Tirlbrook Pre-School Playgroup registered in 2007. It is located in Tewkesbury, Gloucestershire. The pre-school is open from 9am to 3pm, Monday to Thursday, and 9am to 12 noon on Friday, during term time only. The provider receives funding to provide free early years education for children aged two, three and four years. There are seven members of staff employed, six of whom hold relevant childcare qualifications between level 5 and level 2.

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