

Liberal House Pre School Group

Liberal House, Station Road, Orpington, Kent, BR6 0RZ



Inspection date

6 October 2015

Previous inspection date

22 June 2011

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:

- Staff do not always provide clear messages and guidance to help children understand why their behaviour is not appropriate.
- Children do not have opportunities to use their home languages during their play and learning, which does not support them to make good progress.
- Staff do not always use the information from observations and assessments well enough to monitor children's progress to plan accurately for their next steps in learning.
- The provider was not able to provide all required records for inspection.
- Self-evaluation is not fully effective. The provider does not always identify and make improvements effectively, including keeping updated with relevant changes.

It has the following strengths

- Children learn about healthy lifestyles. For example, they eat fresh fruit at snack time, which helps to promote their physical well-being.
- Parents state they are happy with the pre-school. They provide information about their children when they first start so staff are aware of their individual needs and interests.
- Staff play alongside children which helps them form good relationships. This develops children's sense of feeling safe and secure.
- The provider completes thorough risk assessments so that children play safely.

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
<ul style="list-style-type: none"> ■ ensure records are available for inspection to include evidence of staff qualifications, including paediatric first-aid certificates 	27/11/2015
<ul style="list-style-type: none"> ■ provide opportunities for children to play and develop in their home languages to support their communication and language skills 	27/11/2015
<ul style="list-style-type: none"> ■ ensure staff give clear and consistent messages to children about the behaviour expectations to help them understand how to behave appropriately. 	08/01/2016

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

- improve self-evaluation to identify weaknesses and implement actions for improvement in order to improve the quality of the provision
- strengthen the observation and assessment systems in order to effectively monitor children's progress, to identify any gaps in their learning to plan activities that help them make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching and impact this has on children's learning and development.
- The inspector spoke with the provider, staff and children.
- The inspector and provider carried out a joint observation.
- The inspector examined a range of documentation including children's records and policies.
- The inspector spoke with a selection of parents and took account of their views.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider is not meeting all the requirements of the Early Years Foundation Stage. Safeguarding is effective. Staff are confident in identifying possible signs that would raise their concerns about a child's welfare and know the procedures to follow. They have opportunities to discuss children's development and their training needs, such as during supervision and staff meetings. The provider does not have effective systems to consistently monitor individual or groups of children's progress over time. As a result, staff are not always able to quickly recognise and close any gaps in their learning. The provider uses the views of parents to evaluate the service and help make improvements to practice. However, self-evaluation is not fully effective to identify all weaknesses in practice. The provider and staff do not always keep themselves up to date with current early years practice and guidance to help develop their knowledge. Staff form links with a range of professionals to help support children's individual needs.

Quality of teaching, learning and assessment requires improvement

Staff do not always use the information they gain from observations and assessments well enough to support children's progress. For example, they do not always consider individual children's needs and abilities effectively. Staff introduce mathematical learning during activities. For example, they count up to 10 and back down again to support children's understanding of numbers. Staff ask children questions to help them make connections in their learning, such as 'what day was it yesterday?'. They support children to think of their own ideas and to help each other, which are important skills for their future learning. Staff share regular information with parents regarding their children's development and care.

Personal development, behaviour and welfare require improvement

Staff do not always support children to understand why their behaviour is not acceptable. This does not help them to learn to manage their own behaviour and feelings in preparation for their future learning. Staff provide good settling-in procedures and this helps children enjoy their time, and explore and play confidently. They help children to build a positive view of themselves; for example, staff give children effective praise and encouragement to support their emotional well-being. Children develop independence. For example, they find their own peg to hang up their coat and pour their own drinks at snack time. This helps prepare them for their move to school.

Outcomes for children require improvement

Children do not have opportunities to play and use their home languages to help develop their communication and language development. Children develop some skills that support their next stage of learning. For example, they make connections with animal noises and pictures they see in print, which helps develop their literacy skills.

Setting details

Unique reference number	137313
Local authority	Bromley
Inspection number	841230
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	21
Name of provider	Janet Hayward
Date of previous inspection	22 June 2011
Telephone number	01689 820882

Liberal House Pre School Group registered in 1992. It is situated in Orpington, Kent. The pre-school is open each weekday during term time only from 9.15am to 12.15pm. There is a lunchtime club on Monday and Tuesday from 12.15pm to 2.15pm. The pre-school is in receipt of funding for free early years education for children age two, three and four years. There are six members of staff, five of whom hold relevant early years qualifications.

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