

Little Marlow Pre-School

The Pavillion, Church Road, Marlow, Buckinghamshire, SL7 3RS



Inspection date

8 October 2015

Previous inspection date

17 October 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:

- The manager does not make good use of supervision or training to support staff to improve their personal effectiveness. As a result, the quality of teaching and outcomes for children are not consistently good.
- Staff are not always effective in supporting children's learning. They do not always give children time to answer questions they have asked, which impacts on both the progress children make in their learning and their self-esteem and confidence.
- Staff assessments of children's achievements are not always accurate. Therefore, they do not always plan activities to help each child progress. In addition, staff do not always share accurate information with parents to help them support learning at home.
- The manager tracks children's progress but because staff assessments are not always accurate, she does not effectively identify gaps in children's learning.
- Staff do not always organise resources so that children can follow good hygiene practice. In addition, they do not always talk encouragingly about the snacks on offer to promote children's understanding of nutritious foods. As a result, staff do not consistently promote children's good health.
- The manager does not make effective use of self-evaluation to identify accurately areas of the provision that require improvement.

It has the following strengths

- Children enjoy their time at pre-school. Staff help them settle in and organise the day so that they have plenty of opportunities to play with their friends.
- Staff provide a broad range of resources, both indoors and outdoors. They organise them so that children can make choices about what to do, which helps them develop independence.

What the setting needs to do to improve further

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

	Due Date
■ improve supervision, mentoring and training for all staff to improve the quality of teaching and outcomes for children	08/01/2016
■ improve assessments to identify and promote each child's next stage in learning and share accurate information with parents to help them build on their child's learning at home	08/12/2015
■ review the organisation of mealtimes and hand washing routines, and help children to gain a good understanding of healthy eating to promote their good health.	16/10/2015

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

- accurately evaluate practice to identify areas for improvement to promote better 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

Safeguarding is effective. The manager ensures all staff understand their role in keeping children safe. Staff know what steps to take if concerned about a child's welfare to protect them. However, the manager is less effective in fulfilling other requirements of her role. She has not identified that the quality of teaching needs improving or that staff do not always promote children's good health as well as they could. As a result, she does not set clear targets for improvements. This has an impact on children's experiences and the progress they make. Several staff without a childcare qualification are working towards one. However, their lack of experience and knowledge affects the overall quality of the teaching, as does the limited training that more experienced staff have attended recently. The manager has built useful links with other professionals, such as staff at nearby schools and speech therapists, to gain additional help for children that require extra support.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff play alongside children in the pretend hospital and promote their physical skills by teaching them how to wrap bandages. They support children to develop literacy skills by looking at books and encouraging them to recognise their own names. They help children identify colours, which supports their creative development. However, other teaching is less effective. Staff played loud music during an activity they had planned to help children learn to listen and follow instructions. Therefore, the activity did not support children's communication and language skills well. Staff do not always prioritise teaching effectively; sometimes they break away from conversations with children to talk to colleagues. At these times, children lose interest in what they are doing. Sometimes, staff do not give children accurate information to promote their understanding of the world. For example, when staff discussed the weather they offered confusing information about how children know it is a sunny day.

Personal development, behaviour and welfare require improvement

Children generally behave well. They share toys and play cooperatively. Staff check for hazards, remove or minimise any found and ensure the premises are secure. Therefore, children can play safely. However, staff do not always help to promote children's good health. For example, they do not provide children with plates for their snack or ensure children can always wash and dry their hands immediately after using the toilets.

Outcomes for children require improvement

Outcomes for children are not consistent. Children generally gain the basic skills they need for the move to school when the time comes. However, children do not all make the best possible progress or develop a real love of learning to prepare them well for their future learning.

Setting details

Unique reference number	116728
Local authority	Buckinghamshire
Inspection number	835988
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	20
Number of children on roll	8
Name of provider	Louise Adaway
Date of previous inspection	17 October 2011
Telephone number	07967 597 516 or 01628 524514

Little Marlow Pre-School registered in 1980. It is located in Marlow, Buckinghamshire. It operates from 9am to 12 noon, Monday to Friday, during term time only. The provider receives funding for free early years education for children aged two, three and four years. There are five staff; of these, two hold relevant childcare qualifications at level 3.

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