

Elston Pre-school Playgroup

1 Top Street, Elston, NEWARK, Nottinghamshire, NG23 5NP



Inspection date

5 November 2015

Previous inspection date

13 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
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 have the quality of their teaching checked, or receive feedback on it routinely in order to focus improvements to their practice where they are most needed.
- Leaders and managers do not have strong enough procedures in place to tackle weak performance and improve teaching so that it is good or better at all times.
- Not enough is known about the progress different groups of children make so that leaders can make sure all children are making the best possible progress and have the best possible outcomes.

It has the following strengths

- Children are happy, settled and confident. They have warm affectionate relationships with staff, seek out adults for support and invite adults into their play.
- Parents receive regular feedback on their child's development. They know what staff are supporting their children to achieve and staff share activity ideas for them to do at home with their children.
- Children spend good amounts of time concentrating on, and playing with, the wide range of interesting equipment and activities planned for them.
- Staff accurately assess children's development when they start, and throughout their time at the playgroup. Children make the progress typically expected for their age.

What the setting needs to do to improve further

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

Due Date

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| ■ Make sure that supervision meetings provide all staff with clear guidance and timely targets to support their continuous development. This is with particular reference to supporting more rapid improvement to the quality of teaching. | 06/05/2016 |
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To further improve the quality of the early years provision the provider should:

- improve the programme for observing teaching and learning so that it is regular and staff have timely feedback on their work
- make better use of information gained from assessment of children's development to check the progress made by different groups of children and make sure that teaching supports them to make as much progress as possible.

Inspection activities

- The inspector observed activities in the playroom and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and chair of the management committee.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents whose children currently attend the playgroup.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the playgroup and a range of other documentation, including policies and procedures.

Inspector

Joanne Mary Smith

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has a secure knowledge and understanding of how young children learn and develop. This is reflected in a well-planned and resourced environment, which offers children play and learning opportunities to support their all-round development. A range of relevant policies and procedures is in place to positively support the operation of the playgroup. Staff have a sound understanding of what to do if they are concerned about the welfare of a child or the behaviour of an adult. The arrangements for safeguarding are effective. The manager, with good support from the management committee, has made several positive changes to the playgroup in the past year, particularly to the environment and the curriculum. Staff now have annual appraisals and regular meetings with the manager. These, however, are not used well enough to tackle poor work practices. As a result, weak teaching which has already been identified, is not being improved quickly enough.

Quality of teaching, learning and assessment requires improvement

Although all staff are qualified and attend training and development events, the quality of teaching is too variable. Some staff are perceptive and skilful in how they support children to extend and develop their play. A child building with bricks was helped to find work tools to build his wall and, using a book for reference, learned about using safety goggles to protect his eyes. He was challenged to think about how he could fasten the bricks together to make his wall safe and praised when he worked out sand would be better than nails. Other staff take on more of a supervisory role and do not make the most of opportunities to extend children's learning. When children were outdoors staff watched and controlled the children riding around on toys, but spent little time talking to them or supporting children to take part in the other activities provided.

Personal development, behaviour and welfare are good

Children behave well when they are at playgroup. Most staff provide gentle reminders to children about what is expected of them, so that children can understand what they need to change in the way they behave. Children play well alongside each other and, in most cases, can share and cooperate with other children. Some good strategies are used to help children to understand how to share and take turns. For example, a timer is used as a visual tool so that children know when their turn on the computer has ended. In a small group activity children patiently waited for their turn to count spots on a dice or recognise the numeral on a dice. The activity was well-led by a staff member who created a good balance of individual and group participation, with the whole group joining in to clap and count to the correct amount.

Outcomes for children require improvement

Children are developing valuable skills in readiness for starting school. They handle tools, such as scissors and paintbrushes with control; recognise letters and numbers, and dress themselves for outdoor play with little adult support. While it is known that children make progress, too little is known about the differences between how different groups of children learn and whether teaching needs to be adapted to improve children's progress.

Setting details

Unique reference number	EY434209
Local authority	Nottinghamshire
Inspection number	1024535
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	20
Number of children on roll	17
Name of provider	Elston Pre-school Playgroup Committee
Date of previous inspection	13 November 2014
Telephone number	01636525849

Elston Pre-school Playgroup was registered in 2011. It is a committee run playgroup. The playgroup is situated in purpose-built premises on the school site of All Saints Anglican/Methodist Primary School, Elston near Newark. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualification at level 3 and two hold appropriate early years qualification at level 2. The playgroup opens Monday to Friday, term time only, from 8.45am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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