

# Romiley Methodist Pre-School

Hill Street, Romiley, Stockport, SK6 3AH



## Inspection date

6 November 2015

## Previous inspection date

4 February 2010

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 safeguarding policy for the setting does not include information about how to manage allegations against members of staff.
- Staff do not consistently assess children's progress or plan for their next steps in learning to ensure that they are helped to make good progress.
- Staff are not always well deployed. This limits their opportunities to support and extend children's learning, and therefore not all children are engaged and involved in activities and routines.
- The manager has not kept staff knowledge up to date regarding recent policies and practice in the early years.
- The quality of teaching is variable. The manager is aware of the strengths and weaknesses of staff performance; however, she does not review identified actions to improve practice in a timely manner.
- Parents are not kept accurately informed about their children's progress and needs or how to further support their learning in the home.

### It has the following strengths

- The staff's relationships with the children are sensitive, caring and kind. They take time to support children settling in to the pre-school and work with parents to ensure children's care needs are well met.
- The environment is welcoming and well resourced, both indoors and outdoors. Children can independently choose where to play and select their own resources.

## What the setting needs to do to improve further

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

	Due Date
■ include information in the setting's safeguarding policy about what action should be taken in the event of an allegation being made against a member of staff	27/11/2015
■ assess children's learning consistently and accurately to identify what they need to learn next, and plan activities which support children to make good progress	18/12/2015
■ review the organisation of staff during activities and routines to engage and involve children, ensuring that opportunities to support and extend children's learning are well used.	18/12/2015

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

- improve staff knowledge of current policies and practice in early years through a well-targeted professional development programme
- monitor and review areas requiring improvement in staff practice and address these swiftly to improve the quality of teaching overall
- share accurate information with parents about children's progress and offer ideas about how to further support learning in the home.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the children's development files, staff appraisals, policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views recorded in the setting's questionnaires.

## Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The staff know what to do if they are worried about the welfare of a child in their care. There are relevant policies and procedures in place which are shared as a booklet with parents. However, the safeguarding policy does not include what action to take if an allegation is made against a member of staff. Three members of staff hold appropriate childcare qualifications and all staff attend some professional development opportunities. The manager completes staff appraisals each year, although these have little impact on the quality of the teaching as the improvements needed are not monitored frequently enough. The manager has not kept the team up to date about statutory and other government requirements. She reflects on the provision to identify strengths and weaknesses and gathers parents' views. The team has developed good relationships with parents and works closely with professionals, such as the local advisory teacher.

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

The quality of teaching is variable. Staff encourage good listening skills during story time and enthusiastically sing songs while playing instruments. However, the questions staff ask about numbers during singing time do not challenge children's understanding of number. Staff are not always well deployed across the room. Children's play in the home corner lacks adult support to help to develop their imaginative skills. Staff observe children during play and have started to monitor their progress across the areas of learning. However, next steps in children's learning are not identified consistently, and therefore planning does not always meet children's individual needs. Parents receive a summary of their children's progress; however, there are no targets identified to promote further learning. Children choose a book each day to share with parents. This helps to promote home learning and support literacy skills.

### Personal development, behaviour and welfare require improvement

Children are supported to settle gradually in the pre-school and benefit from caring and kind relationships with the staff. Staff promote children's independence well during activities and care routines. Children enjoy pouring their own drinks at snack time and wash their hands as the staff talk about getting rid of germs. They are able to choose their own resources and follow their own ideas in play. The staff provide a range of activities and resources which the children enjoy, for example, they paint pictures and use boxes and tubes to make models. This helps to support their creativity. There are a range of physical activities provided outdoors and children enjoy chasing each other as they crawl through the tunnel inside. Children generally behave well, although they choose not to help at tidy-up time as staff are not close by to support them.

### Outcomes for children require improvement

Some children are making typical progress for their age; however, some are working below expectations. The setting records children's starting points, and progress is starting to be reviewed at more regular intervals. Key skills for school, such as mathematics and literacy, are promoted by the staff in a variety of ways.

## Setting details

<b>Unique reference number</b>	307175
<b>Local authority</b>	Stockport
<b>Inspection number</b>	867725
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	17
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Romiley Methodist Pre-School Committee
<b>Date of previous inspection</b>	4 February 2010
<b>Telephone number</b>	0161 430 8080

Romiley Methodist Pre-School was registered in 1992. The pre-school employs four members of childcare staff, three of whom hold appropriate early years qualifications at levels 2 and 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12am on a Monday, Tuesday, Thursday and Friday, and on Wednesday from 12.30am until 3.30pm. The pre-school provides funded early education for two-, three-, and four-year-old children.

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