

# Roberttown Lane Preschool



The Scout Hut, Roberttown Lane, Roberttown, Liversedge, West Yorkshire, WF15 7LF

## Inspection date

26 November 2015

Previous inspection date

14 December 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 provider has failed to maintain their legal responsibility to notify Ofsted that there have been changes to the individuals who form the pre-school management committee. This means that not all individuals who make up the committee have been fully assessed for their suitability to undertake the role.
- Plans for the professional development of new staff are not yet fully implemented to ensure continuous improvement towards high-quality teaching throughout.
- New staff are not always knowledgeable about children's abilities. As a result, their expectations for children are not always high enough.

### It has the following strengths

- Staff obtain information from parents about children's skills and abilities. Parents are involved in the ongoing monitoring of their children's progress, which ensures assessments are accurate. Monitoring of groups of children ensures any gaps in their learning are identified and addressed.
- Staff involve children in discussions where they share their thoughts and ideas. Staff repeat words for them and encourage them to build sentences. As a result, children make good progress from their starting points in this area of learning.
- Relationships between staff provide a good model from which children learn how to behave towards others. Staff help children to understand the pre-school rules and their expectations for consistently good behaviour.

## 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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| ■ implement planned programmes of coaching and mentoring so that new staff have a good understanding of the children they are working with and are fully supported to improve their teaching skills. | 26/12/2015 |
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## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager, who is also the provider.
- The inspector held a meeting with the pre-school provider. She looked at relevant documentation, including the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Nicola Dickinson

## Inspection findings

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

The provider has not notified Ofsted that there have been changes to the individuals who make up the pre-school's committee. However, the committee's role is an administrative one. They do not work directly with the children and are not responsible for the recruitment of staff. This means there is no significant impact on children's safety and welfare. All other safeguarding arrangements are effective. Recruitment procedures for staff are robust and records of staff's suitability are kept. Staff conduct and review risk assessments of the premises to ensure the physical environment is safe for children to play. The provider reviews the pre-school practice and monitors staff performance. She seeks the views of parents and has taken action to address some weaknesses. For example, she has changed the time of committee meetings so that more parents can attend. Plans to develop the skills of new staff are not yet fully implemented. As a result, they do not always receive targeted support to improve the quality of their teaching.

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

Children enjoy some good quality learning experiences that capture their interest and stimulate them to learn. For example, children enjoy the sensory experience of mixing foam with paint. They explore what happens when they mix two colours together and find out what patterns they can make by printing. Children use a range of materials for construction. Staff help them to make models using recycled materials and children learn to use scissors as they cut out masks. However, teaching is variable at times and progress is not consistently good. Less experienced staff in the pre-school do not always have a good understanding of children's stage of development and their skills. As a result, they do not always fully challenge children to build on and extend what they know. Parents are kept informed about their child's achievements and are supported to continue their child's learning at home. Parents also have opportunities to stay and play with their children in the pre-school.

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

The welfare of children is not totally secure because members of the committee have not been thoroughly vetted through Ofsted. Nevertheless, the pre-school is welcoming and parents comment that staff are nurturing. Children settle well and are happy and confident as they play. Staff involve children in everyday routines, which gives them a sense of responsibility and helps to prepare them for school. Good health and hygiene practices are promoted. Children enjoy time in the fresh air each day. They learn to keep themselves safe as they take managed risks. Children learn about the world around them through a suitable range of activities. They learn that not all families are the same as theirs and they celebrate different traditions. They explore growth and change as they monitor the life cycle of butterflies.

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

Children's developing independence is supported as they make choices and initiate their own learning. They make steady progress from their starting points, which helps them to attain the basic skills they need for their future learning in school.

## Setting details

<b>Unique reference number</b>	311342
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	868020
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Roberttown Lane Playgroup Committee
<b>Date of previous inspection</b>	14 December 2010
<b>Telephone number</b>	07855 159665

Roberttown Lane Preschool was registered in 1980. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3, or above. The pre-school opens on Monday from 9am until 12.30pm and Tuesday, Wednesday, Thursday and Friday, 9am until 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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