

Offley Pre-School Group

Offley JMI School, School Lane, Offley, Hitchin, Hertfordshire, SG5 3AT



Inspection date

3 December 2015

Previous inspection date

20 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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 system for self-evaluation is not established well enough to clearly identify all aspects of the provision that need improvement. The manager has not yet gained the views of all those involved in the pre-school to help her identify weaknesses.
- Staff do not always teach children about expected behaviour in the pre-school, so that they learn behaviour boundaries and become effective learners.
- Supervision and monitoring of staff who work with the children are not yet effective to support staff to improve their practice. As a result, the quality of teaching is variable and some children do not make enough progress in their learning.
- Since the last inspection, staff have undertaken frequent observations and assessments of children to identify their stage of development. They do not consistently use this information to identify precise next steps in lines of enquiry for each child to support them to make good progress.

It has the following strengths

- Children are happy and settle in quickly at the setting. Staff have a caring approach and provide a nurturing environment. Children demonstrate that they feel safe.
- Resources are easily accessible. This encourages children of all ages to make choices and develop their independence. Staff are good role models and regularly praise and encourage the children.
- Staff develop good partnerships with parents and other professionals working with the children.

What the setting needs to do to improve further

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

	Due Date
■ make better use of observations and assessments to identify more precise next steps for each child and plan more interesting and appropriately challenging activities that take account of children's interests and preferred learning styles	14/01/2016
■ manage children's behaviour consistently in an appropriate way to support them to become more effective learners	07/01/2016
■ improve the use of supervisions to help staff to improve their quality of teaching and support children to make good progress.	07/01/2016

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

- develop a robust self-evaluation process that includes the views of parents, staff and children, accurately identify and address weaknesses, and raise the overall quality of the provision.

Inspection activities

- The inspector observed activities and staff's interactions with children in both rooms and the outside learning environment.
- The inspector had discussions with the two managers, the staff and children, and took into account the views of parents spoken to on the day.
- The inspector conducted a joint observation with one of the managers.
- The inspector checked evidence of the suitability of the committee and staff, and evidence of staff's qualifications.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, the policies and procedures, and the pre-school's self-evaluation and improvement plan.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are clear about safeguarding and the procedures to follow should they have any concerns about children's welfare in their care. Staff regularly update their training in early years and safeguarding. The manager is beginning to monitor and evaluate staff's practice. However, arrangements to support their professional development are not yet sufficiently focused on improving teaching practice. As a result, the quality of teaching is variable. The new managers have accurately identified several priorities for improvement. They are proactive in their approach and this is starting to have a positive impact on the overall quality of the pre-school. However, there is not yet a strong enough system for self-evaluation in place to ensure that all legal requirements are met. The manager does not yet seek the views of parents and children to help drive improvement.

Quality of teaching, learning and assessment requires improvement

Staff observe children regularly and assess their progress. They make some use of assessments to identify and plan for children's next steps in learning. However, the next steps are not always precise and do not focus on gaps in children's learning to support them to make good progress. Older children enjoy role play and use their imagination as they organise their own games, such as dressing up. Staff engage well in children's play, getting down to their level to play alongside them. However, planned activities do not always support children's learning effectively. Younger children are not always fully involved in group activities because staff do not organise these well enough to interest or engage them.

Personal development, behaviour and welfare require improvement

Children enjoy fresh air and exercise. They eagerly explore the outdoor play space. Children enjoy sweeping up leaves and talk about why the leaves go soft when wet. Children have opportunities to develop their physical skills. They ride bikes, walk over the slopes and climb steps as they practise their skills. Children understand the rules of the setting and, generally, most staff remind children why they should not do something, such as run inside. However, staff who work with the younger children do not consistently reinforce good behaviour and support them to become effective learners.

Outcomes for children require improvement

Some children are making typical progress for their age but others are working below expectations. Staff promote older children's early mathematical development well. Children learn to count using bricks to build fences for their toy farm animals. They practise number recognition when they locate hidden numbers in the outdoors. This helps them to make some progress in readiness for school.

Setting details

Unique reference number	146753
Local authority	Hertfordshire
Inspection number	1028496
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	21
Name of provider	Offley Pre-School Group Committee
Date of previous inspection	20 June 2013
Telephone number	01462 768606 or 07759 783269

Offley Pre-School Group was registered in 1972. It is situated in the grounds of Offley Endowed Primary School, in the village of Offley, Hertfordshire. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications. The pre-school opens on a Monday from 8.50am to 12 noon with an optional lunch club until 1pm. On Tuesdays, Wednesdays and Thursdays, the pre-school opens from 8.50am until 3pm with an optional lunch club on each of these days. On a Friday, the pre-school is open from 8.50am to 12 noon. The pre-school operates during term time only and children attend for a variety of sessions.

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