

Loughborough Community Centre Pre-School



Max Roach One O'Clock Club, Wiltshire Road, LONDON, SW9 7NE

Inspection date

26 January 2016

Previous inspection date

13 June 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:

- Staff do not manage children's behaviour consistently. Children are not always clear of the pre-school rules and what staff expect of them.
- The management team does not review the progress of different groups of children to ensure they provide targeted support to close any gaps in their learning. They are not helping children to make good progress in preparation for starting school.
- Staff do not consistently support children who are learning English as an additional language to communicate and develop their speaking skills.
- Staff do not always organise the day or activities well. Children do not always understand what is happening and join in or remain focused in their learning.
- The management team does not consistently use self-evaluation effectively to identify and target all areas for improvement.

It has the following strengths

- Staff work well with parents and encourage them to contribute to their child's learning and development.
- Staff get to know the children well when they first start and gather information from parents about their children's routines, likes and dislikes. Children are happy.
- Staff take children outside regularly. This helps to widen their play and learning experiences and promote their physical development.

What the setting needs to do to improve further

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

	Due Date
■ implement consistent behaviour management strategies to support all children to behave well	22/02/2016
■ monitor the progress different groups of children make, to identify and support any gaps in their learning to help them make good progress in their learning	22/03/2016
■ develop consistent teaching strategies so that children who are learning English as an additional language have good opportunities to develop their communication and language skills.	20/03/2016

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

- improve the organisation of the day to consistently engage and maintain children's interest, as well as support them to understand what is happening and participate fully in all activities
- develop self-evaluation and monitoring further to improve the quality of the provision and ensure all children make consistently good progress.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector looked at documentation, including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector held a meeting with the manager of the pre-school.
- The inspector completed a joint observation with the manager of the pre-school.

Inspector

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Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. There are appropriate procedures and support for staff to ensure they are suitable to work with children. Staff attend some training to keep their skills up to date. The management team and staff fully understand the procedures to protect children from harm. Staff carry out observations and suitable assessments consistently to identify and plan the next stage in children's learning. Overall, children are making some progress from their starting points and some gaps in their learning are closing. However, the management team does not monitor activities and the progress of some groups of children effectively. The self-evaluation process is not robust to identify and tackle weaknesses. The management team supports staff and works with them to make some changes, which has had a positive impact. However, staff are not fully aware of the pre-school's policies and procedures for behaviour management. They do not always implement these effectively, meaning at times, some children try to do things they should not be doing to test the boundaries.

Quality of teaching, learning and assessment requires improvement

Overall, teaching is variable. At times, some staff support children's learning effectively. For example, children take part in shop role play with staff. Staff teach counting and early writing skills which help children to develop their skills in mathematics and literacy. However, not all children benefit from this positive level of input and interaction due to weaknesses in the organisation of the day, meaning some children miss out. Staff use some suitable strategies for communicating with children. However, these strategies are not consistent for those children who are learning English as an additional language, which reduces their rate of progress. Children have regular access to a range of toys and equipment that cover all areas of learning.

Personal development, behaviour and welfare require improvement

Some staff do not manage children's behaviour well. For example, when children are being disruptive and interrupting the learning of others, they do not always receive consistent guidance from staff. This does not help children learn how to behave well. Children are offered nutritious snacks and staff invite them to eat together at the table. Some children follow the routines well; however, for others it can be difficult. At times, it is unclear to them when there is a change in routine. For example, some children do not help to tidy up because staff have not made it clear that this is happening.

Outcomes for children require improvement

Overall, children make adequate progress from their starting points. Staff do not always target support sharply enough for all children. Nevertheless, children gain some skills to prepare them for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	144058
Local authority	Lambeth
Inspection number	836672
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	14
Name of provider	Loughborough Community Centre Committee
Date of previous inspection	13 June 2011
Telephone number	0207-274-6693

Loughborough Community Centre Pre-School registered in 1992. It operates in Brixton, in the London Borough of Lambeth. The pre-school is open Monday to Friday from 8.45am to 11.45am during term time only. There are three members of staff, all of whom hold a childcare qualification at level 3. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

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