

# Slip End Preschool

The Village Hall, Markyate Road, Slip End, LUTON, Bedfordshire, LU1 4BU



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 21 January 2016 |
| Previous inspection date | 21 May 2013     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|---|-------------------------|-----------------------------|----------|
|   | 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 irregular checking of staff performance does not identify all weaknesses in teaching. Staff do not receive the support they need to improve their practice. The quality of teaching is not good enough to challenge all children to make good progress in their learning.
- Staff do not work closely enough with parents when children are new to the pre-school, in order to gather enough relevant information about children's capabilities.
- Systems to enable the provider to evaluate the provision are not yet rigorous enough to identify areas for development and establish a plan to drive improvements.

### It has the following strengths

- All children, including those with special educational needs, are working within their typical range of development. Staff regularly attend specific training to support their individual needs.
- Children are developing some skills in preparation for school. They are able to follow instructions, show kindness to their friends and are motivated to learn.
- Staff take time to talk with parents about their children's well-being and reassure them as they arrive. They build strong relationships with children, who demonstrate confidence and self-esteem.
- Parents speak well of the manager and staff team. They appreciate the welcoming environment and good levels of support offered to them in a range of circumstances.

## What the setting needs to do to improve further

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

|   | <b>Due Date</b> |
|---|-----------------|
| ■ implement procedures to regularly check staff's practice in order to improve the quality of teaching, and consistently coach and support staff to improve their individual effectiveness, with specific regard to supporting children to think critically and solve problems independently. | 21/03/2016      |

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

- strengthen current systems to gather relevant information from parents about individual children and involve parents in the initial assessment of their child's capabilities when they first start
- build upon the current self-evaluation systems to ensure all aspects of the provision are rigorously reviewed, and take prompt action to address key weaknesses, enabling all children to make best possible progress.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with all staff members and children during the inspection.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's improvement plan.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.

**Inspector**  
Andrea Price

## Inspection findings

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

The qualified and experienced manager demonstrates an adequate understanding of her role and responsibility to teach children and keep them safe. The management team is keen to improve and has begun to evaluate the provision, seeking the views of children and their parents. However, the management team has not addressed some of the key weaknesses identified in the last inspection. The manager has not fully established effective systems to check staff teaching practices on a regular basis. Staff do not have regular opportunities to reflect on their own practice. They do not receive consistent feedback on how to improve. This affects the level of progress children make. The arrangements for safeguarding are effective. Staff have a clear understanding of the signs that a child might be at risk of harm or abuse. They understand the procedures to follow should they have a concern about a child in their care.

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

Teaching is variable. Children tend to make steady, rather than good, progress in their learning and development. Staff do not plan a range of challenging learning experiences that meets the needs of all children who attend. They do not regularly use a wide range of probing questions to encourage children's critical-thinking or problem-solving skills. Staff occasionally carry out tasks themselves and this discourages children from becoming independent. Staff gather basic information from parents when their child first starts. However, staff accept that it takes too much time for them to assess children, and this delays planning for their next steps in learning. All children, including those with special educational needs, are developing adequate communication and language skills. They hold conversations with their friends and engage in activities to explore sounds. Children have regular opportunities to build on their early writing and literacy skills.

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

The learning environments are safe, welcoming and sufficiently resourced. Staff support children's behaviour appropriately, offering clear explanations and praise for their efforts. Children play independently, interact with other children well and generally enjoy their time at the pre-school. Staff teach children about leading healthy lifestyles. They encourage children to dress independently as they prepare for outdoor play. They deploy themselves effectively to supervise children. Children have regular opportunities to be physically active outdoors. They enjoy riding on scooters, running freely and jumping. Children learn about the natural world and grow and tend to flowers and vegetables.

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

Children, including those with special educational needs, are making progress in their learning and development. Children learn the basic skills needed for their further learning, such as school.

## Setting details

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Unique reference number</b>     | 219242                       |
| <b>Local authority</b>             | Central Bedfordshire         |
| <b>Inspection number</b>           | 1028686                      |
| <b>Type of provision</b>           | Full-time provision          |
| <b>Day care type</b>               | Childcare - Non-Domestic     |
| <b>Registers</b>                   | Early Years Register         |
| <b>Age range of children</b>       | 2 - 4                        |
| <b>Total number of places</b>      | 24                           |
| <b>Number of children on roll</b>  | 26                           |
| <b>Name of provider</b>            | Slip End Playgroup Committee |
| <b>Date of previous inspection</b> | 21 May 2013                  |
| <b>Telephone number</b>            | 07949676736                  |

Slip End Preschool was registered in 2001. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions on Monday, Tuesday and Friday are from 9.30am to 12.30pm, with an optional lunch club from 12.30pm to 1.30pm. The Thursday session operates from 9.15am to 12.15pm.

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