

Kinver Pre-School Playgroup



Edgecliff County High School, Enville Road, STOURBRIDGE, West Midlands, DY7 6AA

Inspection date	29 January 2016
Previous inspection date	15 July 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of changes to members of the committee within the prescribed time period. In addition, checks have not been carried out to verify the suitability of the committee members to be associated with the playgroup.
- Leaders and managers do not use rigorous self-evaluation to build on the pre-school's strengths or to effectively identify and address all areas for improvement.
- Partnerships with parents are good, however, staff have not fully considered ways to improve parental involvement in children's learning.

It has the following strengths

- The quality of teaching is good. The well-qualified staff show a good understanding of how young children learn and develop. They use this knowledge well to provide stimulating experiences that help children gain the many skills needed for school and future life.
- A strong partnership has been established with the local infant school, resulting in smooth transitions for children from pre-school to school.
- Disabled children and those with special educational needs are supported well. Staff work closely with parents and other professionals to meet children's needs and help close any gaps in their learning and development.
- Children benefit from the wide range of high-quality resources that is easily accessible to them. They show growing independence as they help themselves to toys and make decisions about what they would like to do.

What the setting needs to do to improve further

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

Due Date

- ensure that Ofsted are provided with the necessary information to enable suitability checks, including Disclosure and Barring Service checks, to be carried out on all committee members. 08/02/2016

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

- improve self-evaluation to ensure all legal requirements are met, and use it to build on the pre-school's strengths, and to help effectively identify and address areas for improvement
- develop further ways to help parents become successful partners in their children's learning and development, and thereby help their children to make even better progress.

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.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation, staff files and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also viewed some parent feedback recorded on questionnaires sent out by the provider.

Inspector

Carol Johnson

Inspection findings

Effectiveness of the leadership and management requires improvement

Some aspects of self-evaluation are not robust enough to effectively identify all weaknesses in practice and raise standards to a consistently good level. The committee relies heavily on managers and external agencies for guidance about their role and legal responsibilities. Ofsted has not been advised of changes to the committee within the required timescales. Suitability checks on all committee members are not complete. This breach of requirements does not have a significant impact on children's welfare because committee members do not have unsupervised access to children. All staff members have been suitably vetted. Managers and staff are keen to improve. They constantly reflect on their practice and the experiences they provide. Staff performance and professional development needs are managed through supervision meetings and appraisals. Some improvements have been made since the last inspection. For example, staff now use more precise methods to assess and track children's progress. The arrangements for safeguarding are effective. Staff have a sound knowledge of abuse, neglect and the steps to take if they have safeguarding concerns.

Quality of teaching, learning and assessment is good

Staff know the children well. They observe them during play and routinely gauge the children's reactions to experiences. Staff gain lots of information from parents about their children, both on entry to the pre-school and on an ongoing basis. However, staff do not make the most of all opportunities to engage parents in their children's learning. Children often talk about their interests and experiences outside pre-school. Staff skilfully use this information to plan interesting experiences that are pitched at the correct level for children. For instance, many of the children have expressed an interest in animals and this has led to the role-play area being turned into a vets. Staff read books to children about animals, and two-year-old children are learning to listen and identify the different sounds animals make. Older children use a range of props to act out a familiar story about a group of animals going on an outing. They wait patiently for their cue to join in with the story and listen because the member of staff reads expressively.

Personal development, behaviour and welfare require improvement

Children's welfare is not fully assured because Ofsted has not received enough information to confirm the suitability of all committee members. Nevertheless, children form very warm and trusting relationships with all staff. There is a happy and relaxed atmosphere. Children are very familiar with their environment and know what to expect during sessions. They know when it is time to tidy away and are happy to help. On the whole children behave well. Staff are positive role models and successfully promote kind and respectful behaviour. They promptly acknowledge children's cooperation, kindness and good manners. Children are physically active and the outdoor area is regularly used.

Outcomes for children are good

Children, including disabled children and those with special educational needs and children in receipt of funded education, make good progress from their starting points. They are confident, motivated and interested learners.

Setting details

Unique reference number	218175
Local authority	Staffordshire
Inspection number	1028807
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	25
Name of provider	Kinver Pre-School Playgroup Committee
Date of previous inspection	15 July 2013
Telephone number	07531 977468

Kinver Pre-School Playgroup was registered in 1992 and is managed by Kinver Pre-School Playgroup Committee. It is situated in a classroom in the main building of Kinver High School in Kinver, Staffordshire. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The manager and deputy have qualifications at level 6. The pre-school opens Monday to Friday, term-time only. Sessions are from 9am until 11.50am and from 12.30pm until 3.30pm. The pre-school provides funded early education for two, three- and four-year-old children. It also supports disabled children and those with special educational needs.

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