

Haughley Pre-school & The Pit Stop Out of School Club



Haughley Village Hall, The Folly, Haughley, Stowmarket, Suffolk, IP14 3NS

Inspection date

10 March 2016

Previous inspection date

4 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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:

- Leaders do not have a clear picture of the strengths and weaknesses of the setting. This hinders their ability to make improvements.
- Leaders do not have robust systems in place to monitor accurately the assessments made by staff and to ensure observations are carried out regularly across all areas of learning.
- Activity planning does not strongly support children's next steps in learning to ensure children make rapid progress.
- The inspector was not able to access some records with regard to the recruitment of staff during the inspection.
- Sometimes staff get carried away when asking questions and do not give children time to think and respond.

It has the following strengths

- Parents hold the pre-school in high regard and comment positively about the supportive and caring relationships staff form with them.
- Staff spend time making sure that all children settle into the setting when they start. Children build secure relationships with each other and the caring staff team.

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 assessment is consistently used to inform the planning of challenging activities that sharply focus on children's individual learning needs, helping them to make the best possible progress	01/04/2016
■ ensure all records that are kept off the premises are easily accessible and available to those who have a right or professional need to see them	25/03/2016
■ devise better systems to monitor staff assessment of children's development and ensure that these assessments covers all aspects of learning.	02/04/2016

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

- accurately evaluate the weaknesses in all areas of practice and implement the necessary improvements to get to good
- improve teaching by listening to children and asking questions that promote their thinking, follow their ideas and extend their learning.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- A sample of children's assessment records were examined and the inspector discussed the systems for planning children's play experiences.
- Relevant documentation was examined, such as self-evaluation and evidence of the suitability, qualifications and training 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 in written testimonials.
- The inspector spoke to the joint managers, staff and children at appropriate times throughout the inspection.

Inspector

Susan Brockhouse

Inspection findings

Effectiveness of the leadership and management requires improvement

The joint managers have a few ideas of what needs improving but they have not taken swift action or fully involved others in the process of evaluating the quality of the provision. The manager does not check children's development records sufficiently well to ensure that staff assessments are accurate and that all aspects of learning are paid equal attention. Staff performance is adequately monitored through observations, regular supervision and annual appraisals. Staff files were not made available during the inspection as they are not stored on the premises. However, safeguarding is effective. The joint managers have recently attended safer recruitment training and ensured that the procedures they follow when recruiting new staff are robust. They interview suitable candidates and carry out appropriate vetting procedures which include checking references. New staff complete a suitable induction process. This helps them to gain relevant basic knowledge of the policies and procedures. All staff know what to do if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Staff observe children as they play and have a general overview of their development. Staff do not use this information well enough when planning activities so that children's individual needs are taken into account. Children self-register on arrival, helping them to recognise their written name. They are encouraged to make marks on paper. Older children write recognisable letters. During activities, staff use questioning to re-enforce children's understanding of colour shape, size and number. However, some staff do not allow enough time for children to respond or listen to what the child is saying. Consequently, they do not use questions effectively to follow the child's interest or promote the next step in learning.

Personal development, behaviour and welfare require improvement

The lack of attention to planning means that children's learning and development is not always maximised. The snacks provided promote children's understanding of healthy eating. Older children share with staff how they make sandwiches at home, however they are not able to use these skills at the pre-school by preparing a snack for themselves. The key person builds friendly and trusting relationships with parents. They keep parents informed about the pre-school and their child's day. Staff speak to children in a calm and respectful manner which supports children to behave well. They encourage and praise them, which raises children's self esteem. Children build friendships and develop respect for each other. They manage their own personal hygiene, relative to their age.

Outcomes for children require improvement

Children do not make consistently good, or better, progress to ensure they are fully prepared for the next stages in their learning. Where gaps in individual children's development are identified, they are adequately supported to enable them to make progress. Staff know that a stronger focus is required on developing communication and language throughout the setting. They have yet to put effective plans in place to ensure that all children make good progress in all aspects of their learning.

Setting details

Unique reference number	251515
Local authority	Suffolk
Inspection number	1037714
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 - 5
Total number of places	24
Number of children on roll	26
Name of provider	Haughley Pre-School Playgroup Parent & Toddlers Committee
Date of previous inspection	4 May 2011
Telephone number	07880 738781

Haughley Pre-school was established in 1979 and operates in the village hall in Haughley, near Stowmarket, Suffolk. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open during school term time only. Session times are from 8.30am until 3.00pm on Monday and Tuesday; 8.30am until 1pm on Wednesday, Thursday and Friday. The pre-school employs four staff, all of whom hold appropriate early years qualifications. The joint managers both hold an appropriate level 3 qualification and the other staff hold an appropriate level 3 and level 2 qualification. The pre-school is a member of the Pre-school Learning Alliance.

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